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BOY SCOUTS



FREE INDIA ENGLISH READERS

BOOK II

EDITED BY

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EDITOR'S NOTE: TO TEACHERS

Those who prepare Readers have much the same kind of difficulty as those who teach. The great thing is to safeguard the pupils against mistakes which may create, even at this earliest stage, bad habits of grammar and idiom. It is remarkable how soon the subtleties of the language begin to create problems. Even very good teachers may not escape error unless they are in constant touch with a dictionary and a good grammar, and even then there are difficulties of idiom. The responsibility of the authors is still more alarming.

The problems of the first Readers may be illustrated by the verb 'like'. Its use with noun, pronoun or gerund as object is plain sailing. The trouble begins when the object is to be an infinitive. If we put, 'I like to read', which is correct in the sense of 'I enjoy reading', even some teachers may possibly make the common error of taking this to mean 'I wish to read'. We have left out this construction, and indeed 'I like reading' serves its purpose. But we did not want to omit the wishing sense of 'like': 'I should like to, you would like to'. Moreover, this seems a good way of bringing 'should' and 'would' into actual use. They have to be introduced as pasts of 'shall' and 'will', but this cannot be illustrated because it would involve indirect speech, which is reserved for the third form. Nor can their conditional use with subordinate clauses and modified tenses be shown at this stage. But the 'like' construction gives practice in using 'should' and 'would' in the different persons. We have also introduced 'should' in the sense of 'ought to', in which it is used with all persons (no 'would'). For this use is

simple and the need for it is felt early. I think the makers of the syllabus must desire to make familiar this word of obligation, along with the sterner 'must'.

'Much' is listed as an 'essential' adjective, and must be introduced. The trouble is that in very simple speech it is not so used, except with a negative or in a question. It is correct to say, 'There is not much ink in this pen', or 'Is there much ink in this pen?' but no-one would say, 'There is much ink in this pen'. It would be 'a great deal of ink . . .', or 'a lot of ink . . .', or 'plenty of ink . . .'. It is the same with the pronoun. We do not say, 'There is much in this jar', but can use the negative or the question. The case of the adverb is complicated. We do not say, 'She likes it much', though again the negative and the question are all right; but we do say, 'she likes it *very* much', and 'he is much stronger' and 'he is much the strongest'. Similarly, the adjective or pronoun 'little', in the sense of opposite to 'much', is not used in very simple language. The use of 'little' as adverb differs somewhat from that of 'much'. In preparing the Reader, all such complications have to be kept in mind. They are, of course, beyond the pupil, but we can at least avoid giving wrong sentences, and by repeating the right sort of example may help towards a right habit. It will be observed that we have not used 'little' (as opposed to 'much'), but 'a little', which is idiomatic and gives the desired contrast, though rather different in sense from the mere 'little' when that does come into use in more advanced language. This 'a little' is an elementary and indispensable phrase.

The greatest difficulty, however, has been with regard to the present simple and present continuous tenses. As is pointed out in the syllabus, we must

firmly connect the meaning of habitual action with the present simple and that of continuing action with the present continuous. This is perhaps the great distinction to be made. But unfortunately the present simple is not confined to habitual action, and we have to use it otherwise also. Suppose I am doing a continuous thing like walking to school, can any one deny that I *walk*? Sometimes an action has to be stated without any consideration whether it is continuous or habitual, but simply as the action itself, and then the present simple is used. This is why it is often called the 'present indefinite'. For instance, 'The teacher writes on the board' may mean that he does so habitually, or it may merely refer to the act of writing. And when, in a Reader, we have to show the present simple form of a number of verbs, we must often use it in this indefinite way. Pupils, therefore, must not be given the idea that the present simple *always* represents habitual action. What we have to do is to make sure that they learn never to use it when the continuous form is necessary. When is it necessary? When the action is clearly continuous. Now, this is likely to be the case when the activity method is being used. Dr. Forrester, in the 'Guide Book', refers to the common error, which is somewhat like this:—Teacher.—Walk to the door. What do you do? Boy.—I walk to the door. Teacher (to the others).—What does he do? The others.—He walks to the door. The questions and answers refer to an obviously continuous action. The words therefore must be, 'What are you doing?' 'I am walking to the door.' 'He is walking to the door.' The present simple form sounds absurd. And the same rule applies even if the action is almost momentary, for instance the taking up of a book, or standing up in the sense of rising from a seat. However quickly it is finished, it is *felt* as continuous action. If the action is over by the time the question is

put to the class that question must be in the past. As Dr. Forrester points out, there is special danger here of forming a bad habit.

There are plenty of other difficulties that are felt in constructing a Reader and in daily teaching. Many mistakes in pronunciation can be avoided by the constant use of Appendix B. I should be glad, though now living in England, to hear from teachers, as before, and to give any possible help as regards the language. The address may be had from the publishers.

J. C. ROLLO

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LESSON

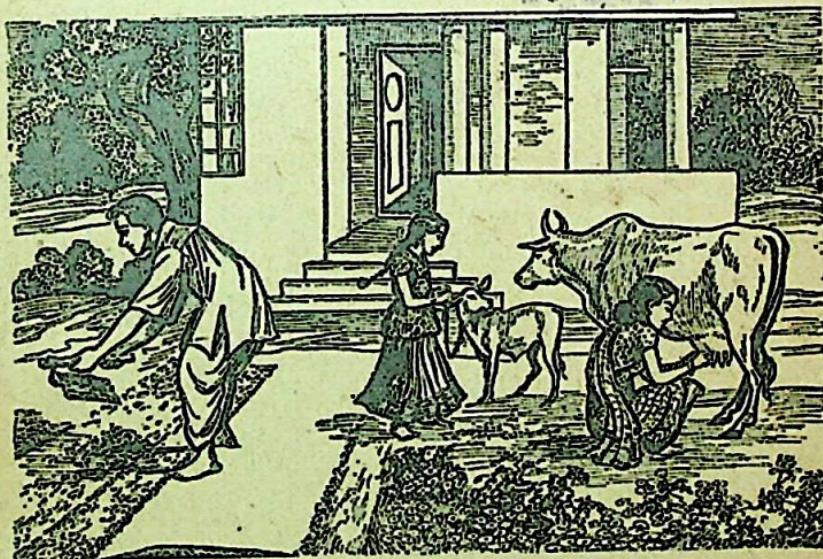
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LESSON I

OUR HOME



neat
hold
garden

little
calf
cow

live
always

milk (verb)
milk (n.)
both... and

I. This is our house. It is a neat little house.
We live in it. This is our home.

This is my father. He is now working in the
garden. He works in the garden both morning
and evening.

This is my mother. She is milking the cow.
She milks the cow every morning and evening.

That girl is my sister. She is holding the calf.
She always holds the calf when my mother milks
the cow.

Our cow and calf are useful to us. The cow
gives us milk. We drink her milk. We love our
cow and calf, and give them good food.

2. Frame sentences with the following groups of words :—

I		her	
You		our	
We	live in	their	house
He	lives in	my	
She		his	
They		your	

Put in the blanks the words given below :—

- (1) My book and slate——in my bag.
- (2) The clock works——day——night.
- (3) The school——opens in the morning.
- (4) —boy has a slate.

every, always, are, both . . . and.

LESSON 2

OUR SCHOOL



small	study	behind
pretty	-	water (verb)
go home	in front of	children

i. This is our school. It is a big school. It is not a small school. My brother and I study here.

Many children study in this school. They come to the school in the morning. They learn their lessons at school. They play in the evening. They then go home.

It is now evening. The school closes in the evening. Some children are going home. Some are working in the garden. Some are playing.

The garden is in front of the school. It is a pretty garden. It is full of flowers. Children water the plants in the evening.

That is the playground. It is behind the school. Some children are playing there now.

2. Answer these questions :—

- (1) Where is the garden ? (front, school)
- (2) Is it a pretty garden ?
- (3) Who are watering the plants ?
- (4) Where are the children playing ?
- (5) Where is the playground ?

My brother studies here.

My sister studies here.

These can be combined into one sentence thus :—

My brother and sister study here.

Combine the following pairs of sentences similarly :—

(1) My father works in the garden.

My brother works in the garden.

(2) My pencil is useful to me.

My pen is useful to me.

Fill up the blanks in :—

- (1) The children — playing in the playground.
- (2) The teacher — writing on the blackboard.
- (3) Gopal — writing his lesson.
- (4) The girls — watering the plants.

LESSON 3

THE SHOPMAN

as (= because)	son	daughter
child (children)	thing	till (prep.)
return	enough	o'clock
wife	look after	

i. The shopman has a wife, two sons, and a daughter. The daughter is his youngest child. As his daughter is very young she does not go to school. Both his boys go to school at ten o'clock in the morning and come back to their house at five in the evening. They return to their house at five o'clock in the evening. They read, write and play in the school till five o'clock.

The shopman goes to his shop at eight in the morning. He sells things in his shop till eight o'clock at night. He returns to his house only at eight at night.

The shopman gets enough money by selling the things in his shop. He has enough money to look after his children. He gives them good clothes, and they have enough clothes to wear. He sends both the boys to school and gives his daughter dolls to play with. The shopman's wife gives her children good food. Both the shopman and his wife look after their children well. They are all happy.

How many children has the shopman ?

Who is the youngest of his children ?

When do the boys return to their house ?

What does the shopman's wife give to her children ?

What does the shopman do for the children ?

2. Fill up the blanks with *as, both, children, look after, till, enough* :—

Gopal is the son of Krishna. Kamala is the sister of Gopal. So — Gopal and Kamala are the — of Krishna. The children have no father or mother now. So Krishna's friend — — them. He gets only one rupee a day. It is not — for him.

I have no school today. I shall not go to school today. We have no school — Monday.

LESSON 4

OUR FAMILY

<u>until</u>	<u>dark</u>	<u>except</u>	<u>neither—nor</u>
<u>goat</u>	(get dark)	want to	(Oil mill)
<u>buffalo</u>	<u>river</u>	<u>noon</u>	

For Language Drill :



I. The man wants to go out.
He cannot go out.

It is very hot at noon.

The men in the field stop working at noon.

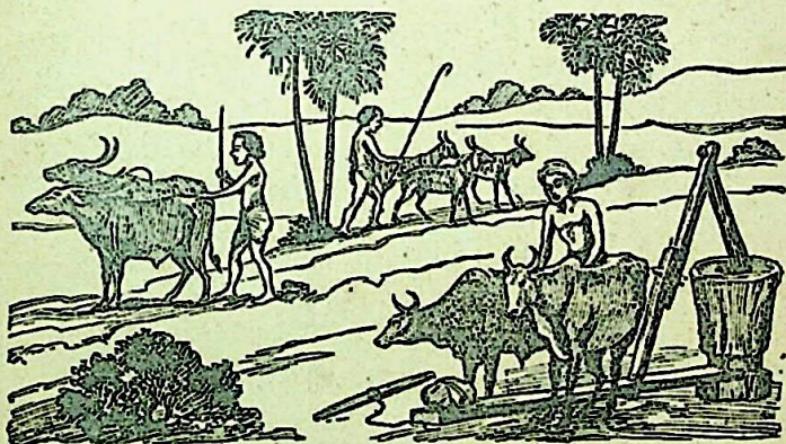
The shopman goes home at noon and eats his food.

For Study :

2. Where does Somu drive the buffaloes?
What does my brother do?
Who does not work in the field?

Sanker drives the goat to the field. Somu drives the buffaloes to the river. My brother drives the oxen to the oil mill. When it is noon we

have food at home. Neither Sanker nor Somu comes home for food. My sister takes food for them. Everybody in our house except me works in the field.



My mother calls me at noon and tells me to go and call father home. I go and call my father home. He does not stop his work until I go and call him. He returns home with my uncle. My uncle drives the oxen home. My mother puts the food on the plantain leaf. My father and my uncle eat the rice on the plantain leaf and go back to the field. They do not return home until it gets dark.

3. Fill up the blanks with *except*, *neither—nor*, *until*:-

I will not go to your house — you come to my house. Muthu has no cap. All the other boys have caps. So all the boys — Muthu have caps. The boys in the class cannot go out — the bell rings. Some boys read well and other boys play well. But some boys — read — play well.

All the children of the shopman — his daughter go to school. She goes — to school — to the shop.

LESSON 5

MY FRIENDS

each

fish

above

though

jump (v.)

high

good at

swim

clear

low

For Language Drill :—

1. The water is clean. It is clear. We can see the fish in the water.

The sky is clear. We can see the sun.



He jumps high.

He jumps low.



The bird is above the cat.

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The bird is above the house.

For Study :—

2. Das is good at games. Though he is not a good runner, he jumps well. He jumps very high.

He is good at the high jump. When he jumps high he is above the heads of the boys who are standing near him.

Though his friend Sen is not good at the high jump he can swim well. If the water is clear we can see him swimming under the water. Neither Das nor Sen is good at lessons, though both are good at games. They always win prizes. Das gets a prize for jumping and Sen for swimming.

Ahmed is not good either at jumping or swimming. He is a very good runner and he always gets the first prize in running. So Das, Sen and Ahmed each gets a prize.

What is Das good at ?

Who can swim well ?

When can we see him swimming under the water ?

What is Ahmed good at ?

3. Fill up the blanks using *good at, though, each* :—

(1) — Sita is — — reading she is not
— — writing.

(2) I had ten books and I gave them to five boys.
So — boy got two books.

(3) Three men went to the shop to get rice and —
had a bag in his hand.

(4) — the boy had no book he did his lessons well
and he was — — English.

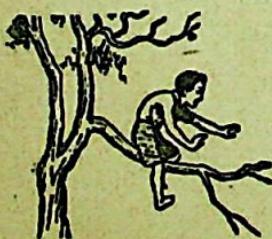
LESSON 6

THE SUN AND RAIN

<u>moon</u>	<u>hide</u>	<u>stay</u>	<u>gold</u>	<u>shine</u>
<u>must</u>	<u>clean</u> (adj.)	<u>fall</u>	<u>star</u>	
<u>cloud</u>	<u>die</u>	<u>ill</u>	<u>safe</u>	
<u>have to</u>	<u>get into</u>	<u>either—or</u>	<u>get wet</u>	
<u>do to</u>	<u>fall ill</u>	<u>get out of</u>		

For Language Drill :—

2. The boy is safe on the tree.
He will not fall down.



This boy is not safe.
He may fall down.

For Study :—

2. The sky is high. The sun is in the sky. It shines like gold. The sun shines in the daytime. We cannot see the sun at night. The moon shines at night. At night there

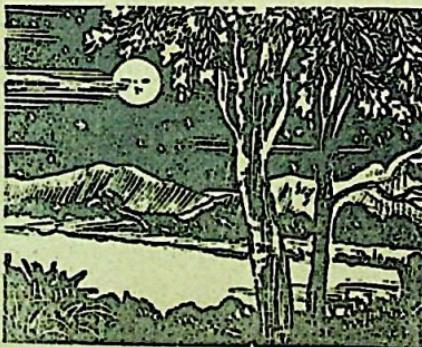
are stars in the sky. We can see many stars in the sky on a clear night. Then we can see the moon and also many stars.

Where is the sun ?

What shines at night ?

What can we see in the sky on a clear night ?

Sometimes there are clouds in the sky. Sometimes the clouds are very dark. But they



are not always so dark. If the clouds are very dark we cannot see the sun or the moon. The dark clouds bring us rain.

What do the clouds do to the sun and the moon ?

What can we not do when there are clouds in the sky ?

What give us rain ?

Old houses are not safe when there is rain. They may fall down and sometimes men and women in the house may die. If you go out in the

rain and get wet you may fall ill. But if you have to go out of the house in the rain, you must take an umbrella with you. Then you will not get wet.

When are old houses not safe ?

Why are they not safe ?

Why should you not go out in the rain ?

What should you take with you if you must go out in the rain ?

3. Fill up the blanks with *have to*, *sometimes*, *must*, *either—or*, *get into*, *fall ill*, *get wet*, *get out of* :—

The shopman does not always come home at eight o'clock. — he comes home only at nine o'clock. All boys and girls — learn to read and write and also to play. Boys — — if they read too much and do not play enough. You will also — — if you eat food which is not clean. In the evening all boys — — play — swim and not read their lessons. If you do not know how to swim you — learn to swim. If you do not want to — — the water you cannot learn to swim. You cannot learn to swim if you do not want to — —. After swimming for some time you should — — — the water and dry your body and put on your clothes.

LESSON 7

OUR COW

green

much (adv.)

grass

tall

beautiful

ugly

absent

far from

For Language Drill :—

i. The man near the woman is tall.

The other man is very tall.

The woman's dress is black.

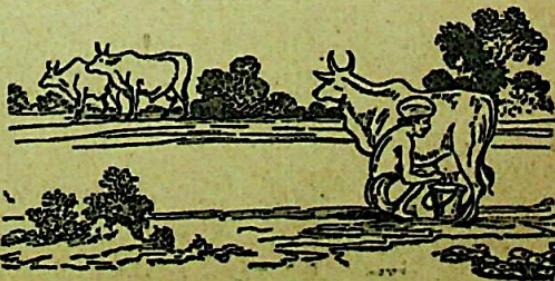
One tree is near the man and the other tree is far away from him. These trees are not very tall.

The first woman's face is ugly.

Is the second woman's face very beautiful ?

For Study :—

There is a big white cow here. It is very beautiful to look at. A man is near the cow and he has a bucket with him. The bucket is in



front of the man and the cow also stands in front of the man. The man has a boy who helps him every day. He is absent today. As he is ill he is not present today. The bucket is full of milk. What do cows like very much? The cows eat the green grass in the field. They like it very much. Cows which eat green grass give good milk. Where are the other cows? They are in the field. They are not far from him. They also are white.

What is standing in front of the man?

Where is the bucket?

Who helps the man every day?

Why is he absent today?

Where are the other cows?

What colour are they?

LESSON 8

OUR SCHOOL BUS

move road drive (driver) across one by one

i. How do the people get into the bus?

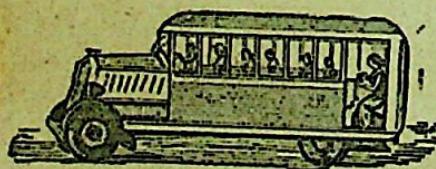
Where do the people sit?

Where does the driver sit?

Why does he stop the bus sometimes?

You see a bus on the road. It is our school

bus. Some people are sitting in the bus. A woman is sitting in it with some books in her arms. She is our teacher.



into the bus one by one. The driver is a tall man and he drives well. The driver sits in front and all the other people sit behind him. The bus

The people get

moves after the people get into it and take their seats. Sometimes the driver stops the bus because people walk across the road and come in front of the bus. This bus takes us to our school. When the bus stops near the school all the people in the bus get out of it one by one.

2. Fill up the blanks with *in front of*, *one by one*, *far away from*, *behind* :—

Our house is not near the school. It is — — — the school. The big tree is not in front of our class. It is — — — our class. Who is sitting — — — the teacher? When the bell rings the boys must go out of the class — — — .

LESSON 9

OUR WASHerman

<u>hole</u>	<u>bad</u>	<u>(careful)</u>	best
washerman	(most)	village	as—as

1. *Gopal*.—Good evening, Ram.

Ram.—Good evening, Gopal. There is a hole in your shirt. How did you get it?

G.—Our washerman made it. He does not take enough care of our clothes.

R.—Who is your washerman?

G.—Somu is our washerman. Who washes your clothes?

R.—Kuppu is our washerman.

G.—Is he as bad as our washerman?

R.—No, he is not. Some washermen are not careful and do not take enough care of the clothes which they wash, but Kuppu is very careful.

G.—Somu does not take care of the clothes but he washes them well. He makes them very clean. My shirt is clean and white when it comes from him. Does Kuppu wash clothes as well as Somu does?

R.—Yes, he does.

G.—Who is better, Somu or Kuppu?

R.—Kuppu is better, because he takes care of the clothes and also washes well. He is the best washerman in our village.

G.—Thank you. From to-morrow I will give my clothes only to Kuppu for washing. My uncle and aunt also give their clothes to Kuppu. I will stop giving my clothes to Somu.

R.—Good night.

G.—Good night.

2. Fill up the blanks using *most, best* :—

Sen is better in swimming than all the other boys in the school. He is the — swimmer in the school. The other girls do not sing as well as Sita. So Sita sings —. Only some boys sing well. — boys do not sing well.

3. Answer the following questions (oral):—

Is a cat as big as a cow?

Which is larger, a cat or a cow?

Who swims better, Das or Sen?

Who is more beautiful, Sita or Usha?

Who is the youngest girl in your class?

Who is the most careful boy in your class?

Who is the tallest boy in your class?

LESSON 10

AN OLD MAN AND HIS GRANDSON

<u>clever</u>	<u>hungry</u>	grandfather	<u>country</u>	
<u>without</u>	more	grandmother	<u>place</u>	let
<u>weak</u>	city	grandson	<u>no</u> (adj.)	
any more		to write	a little (=not much)	
to play		to drink		

For Language Drill :—

1. The boy has no hands.

He cannot work or play
without hands.



The dog has only a little milk.

Balu has more milk than the cat. He has a
cup of milk.

Ramu reads well. He is clever. He answers
all the questions well.

Raju is a clever tailor. He can make good
dresses.

I did not eat my food this morning. So I am
hungry now.

He was reading till five o'clock. He wants to
play now. He cannot read any more.

She was singing when mother was cooking.
She must go to school now. She cannot sing any more.

They were working all day in the field. They cannot work any more. It is dark now.

The boy wants to play. His father does not let him play. He must read.

The girl wants to write in the book with her father's pen. But her father does not let her write with his pen. He lets her write only with a pencil.

The cat wants to drink the milk in the cup. The dog does not let the cat drink the milk. The cat must go without milk.

2. He went home to have his food.

He goes out to get some fruit.

The teacher wants us to read well.

I wanted to go home.

My father works to get food for us.

For Study :—

3. There was an old man with a boy. The boy had no father or mother. His grandfather looked after him. The grandfather was very weak and he could not work any more. The grandfather and his grandson went from place to place to get food. At last they came to a city. The name of the city was Gaya. They did not know any man

or woman there. They had no food and they were hungry.

4. Who took care of the boy ?
Why did he take care of him ?
Why could the grandfather not work any more ?
Where did they come to at last ?

5. Ask and answer :—

	mother	bring water ?
(a) Why does the	carpenter	go to the field ?
	farmer	go to the shop ?

carpenter	brings water	to make benches
The mother	goes to the shop	and chairs.
farmer	goes to the field	to make the food.
		to water the
		plants.

	washermen	go to the river ?
(b) Why do the	tailors	return to the house ?
	weavers	go to the shop ?

The	washermen	go to the river	to wash the
	tailors	go to the shop	clothes.
	weavers	return to the	to make clothes
		house	to weave cloth.

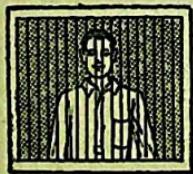
LESSON 11

AN OLD MAN AND HIS GRANDSON (Contd.)

<u>sad</u>	<u>cry</u>	<u>wise</u>	<u>tell</u>
<u>glad</u>	<u>king</u>	<u>foolish</u>	<u>palace</u>
together	<u>minister</u>	<u>great</u>	
<u>happy</u>	<u>enter</u>	<u>kind</u>	
<u>instead of</u>	<u>ought to</u>	<u>little</u> (-small)	

For Language Drill :—

I.



The man cannot go out. So he is sad. He is not happy.

The girl has a new dress made of silk. So she is happy. She is glad. She is not sad.



The girl is kind. She helps the old woman.

The father tells his friend, 'Stay here. Do not go.' He tells him to stay.
The friend says, 'I cannot stay. I must go.'

He is a foolish man.
He is not wise.



These boys are
getting into the bus.

The boys are
entering the bus.

The women are
getting out.



For Study :—

2. The old man and his grandson were very hungry. A kind man saw them. He came near them and said, ‘Little boy, why are you sad ? You are like my grandson. Why do you cry ? ’

The boy said, ‘My grandfather is old and weak. He is hungry and he has no food. He cannot walk any more. I cannot get any food for him. I am very young, so I cannot help him.’

The man’s name was Deenabandu. He said to them, ‘Come to my house and stay there.’ All of them went to Deenabandu’s house. Deenabandu gave them food. They slept there that night.

Next morning the boy said to Deenabandu, ‘You are very kind to us; you are my second grandfather. Let me thank you.’ But the boy was sad again.

Deenabandu said, 'Why are you sad again?' The boy said, 'We cannot stay here for many days; I want work.'

Deenabandu said, 'I am very glad to have you and your grandfather here. You are young and you are also clever. Let us go to our king. He is a good king and his name is Asoka. He might help you.'

Who saw the old man and the boy?

Where did they stay that night?

What did Deenabandu give them?

Why was the boy sad again?

3. The boy and his grandfather and Deenabandu went together to the king's palace. The king was there. Deenabandu said to the king, 'Here is a boy with his grandfather. They want work and food.' Asoka called his minister and said, 'Look at this boy and this old man. They want to work and get food. We ought to help them. Let this old man have food but no work. He ought not to work. This boy also wants work, but let him not work. Instead of that let him go to school. He is clever.' The boy was glad to hear this. He said to the king, 'I thank you,' and went to school. Asoka was a great and good king.

Where was the king?

What did the king tell the minister to give the old man?

Where did the king tell the boy to go?
Was the boy glad or sad then?

4. The boy rings the bell. The boy *does not* ring the bell.

The boys ring the bell. The boys *do not ring* the bell.

Put *does not* or *do not* :—

The man stands under the tree.

The girls run in the playground.

The man sends fruit to the boy.

They want work.

5. They came to a city.

They *did not come* to a city.

Put *did not* in these sentences :—

The man and the boy went to the king.

The boy said this to his uncle.

They slept there that night.

The king gave them food.

6. Study these sentences carefully :—

The shopman sent me flowers *instead of* fruit.

We *ought* to love our country.

The boy and sister go to school *together*.

Now use *instead of*, *ought to* or *together* in the following :—

(1) Bad boys, in the class, play, reading.

(2) The rich man, help, the poor.

(3) The cow, the calf, go to the field.

LESSON 12

CRYING FOR THE MOON

servant mirror point to cry for

i. Here are four pictures. The baby seen in them is Rama. His mother is holding him in her arms. Study the pictures, and answer these questions in full sentences :—



(1) What is Rama pointing to ? (moon)

(2) Is he crying or laughing ?

(3) What is he crying for ? (moon)

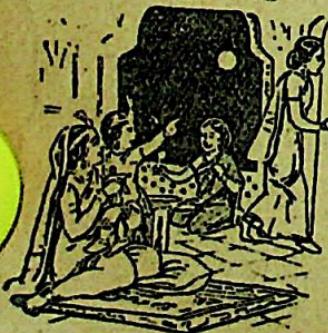
(4) Who are the women in the pictures ? (servant)

(5) What does his mother give him ? (toy)

(6) Does Rama stop crying ?

(7) Who is running out in the third picture ?

(8) What does she bring ? (mirror)



(9) What has Rama in his hand now?

(10) Where does he see the moon?

(11) Has he stopped crying now?

(12) Is he happy?



Complete this story of *Rama crying for the moon* :—

One evening when Rama was a —, his — took him —. The full — was —. Rama — the moon, and — — for it. It was — —, and he — not — it.

His mother — him nice — to play —, — he did — — them. Then a — ran out and — a —.

The mother gave the — to —. Rama now — the moon — the —. He was very —.

2. Frame suitable questions to get the following answers :—

(1) A servant.

(2) No, Rama did not want the toys.

(3) A mirror.

3. Change the words in italics from the singular to the plural and rewrite the sentences :—

(1) The *farmer* works in his field.

(2) The *shop-keeper* sells many things.

(3) The *dog* loves the boy.

LESSON 13

DEEPAVALI

burn early late wear hot nice
holiday festival no one new a bath

For Language Drill :—

i. The fire burns well now.



The fire does not burn well now.

Ramu is a good boy. He goes to school early.
 Kishen is not a good boy. He goes to school late.
 Velu is a good farmer. He gets up early and goes to the fields early.

Our teacher never comes late to school. He always comes early to school.

The shopman and the tailor go to their shops early and come home late.

She has new clothes. She wears new clothes.
 He has no new clothes. So he wears only old clothes.

For Study :—

2. Today is Monday. Tomorrow is Tuesday.
 There will be no school tomorrow. It will be a

holiday for Deepavali. You will not come to school tomorrow. I shall not come to school tomorrow. No one comes to school on a holiday. You will see no one in the school on a holiday. Tomorrow we shall stay at home. It is a festival day. Tonight you will have sweet food and burn crackers. In the morning you will get up early. You will have an oil bath in hot water. Then you will wear new clothes. You will have nice things to eat. Some boys will wear cotton clothes. Others will wear silk clothes. We shall all be happy.

Why will there be no school tomorrow ?

What will you do tonight ?

What will you wear tomorrow morning ?

3. Fill up the blanks :—

Ramani does not read because he has no ____.

The old man does not eat because he has no ____.

The boy cannot see because he has no ____.

4. Fill up the blanks with burn, early, late, wear, new :—

On Deepavali day we ____ new clothes.

All boys and girls like ____ books.

Put the stick in the fire. It will ____.

A good boy goes to school ____.

The shopman comes home ____.

LESSON 14

THE GOOD BOY AND THE BAD BOY

<u>third</u>	<u>fourth</u>	<u>fifth</u>	<u>eighth</u>
<u>ninth</u>	<u>twelfth</u>	<u>week</u>	<u>month</u>
<u>year</u>	<u>parent</u>	<u>obey</u>	<u>disobey</u>
<u>January</u>	<u>April</u>	<u>July</u>	<u>October</u>
<u>February</u>	<u>May</u>	<u>August</u>	<u>November</u>
<u>March</u>	<u>June</u>	<u>September</u>	<u>December</u>

ask—toFor Language Drill:—

1. A week has seven days.

Some months have thirty days. Some months have thirty-one days. One month has only twenty-eight days.

What is the name of that month?

A year has twelve months.

The twelve months are January, February, March, April, May, June, July, August, September, October, November, and December.

What is the third word in the first sentence of this lesson?

What is the fourth word in the third sentence of this lesson?

What is the fifth day of the week? What day comes next?

Who is the first boy in the fifth bench in your class?

Which is the eighth month of the year?

Which is the ninth month of the year?

Which is the twelfth month of the year?

For Study :—

2. This boy is with his father and mother. He is with his parents. He is their third child. Their fourth child is a girl. The girl's friend has no father but she has a mother.



She has only one parent to look after her.

The father tells the boy to go to school. So he goes to school. He obeys his father. The mother asks the girl to help her. So she helps her. She obeys her mother. They are good children.

The teacher tells the boy's friend to write. He does not write. He does not obey the teacher. He disobeys the teacher. He is the last boy in the class.

The father asks the girl to sing. She is glad to sing and she obeys her father. Her father likes her song.

With whom is the boy standing ?

Who is their third child, the boy or the girl ?

How many parents has the girl's friend ?

Do the boy and the girl obey their parents ?

Whom does the boy's friend disobey ?

What does the teacher ask the boy's friend to do ?

8. The man is a teacher. (Which man ?)

The tall man is a teacher. (Which tall man ?)

The tall man in the chair is a teacher.

Use the words in the brackets and make sentences like this :—

The boy is my friend. (*fat, on the bench*)

The boy is playing. (*tall, far away from the teacher*)

The baby is his sister. (*little, in the arms of its mother*)

The pupils read English. (*all, in this class*)

The ball is my friend's. (*big, under the table*)

The man is wise. (*old, in the palace*)

The man is not safe. (*foolish, on the tree*)

LESSON 15

THE FATHER AND HIS CHILDREN

rich
than

poor
keep

smaller
jewel

bigger
since

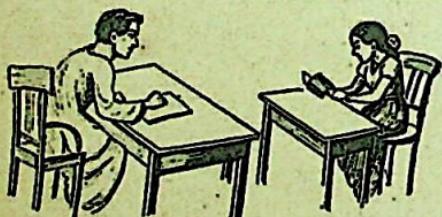
For Language Drill :

1.



Is there much milk in the first bucket? Yes, it is full of milk.
Is there much milk in the second bucket? No, there is not much milk in it. There is only a little milk in it.

Does the weaver make much cloth? Yes, but on some days he does not make much cloth.



The man's table is big.
The man's table is bigger than the girl's table.

Sita's cup is bigger than Uma's cup.



Sita.

Uma.

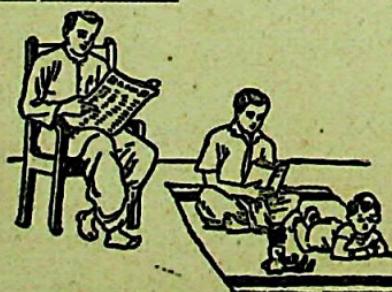
Uma's cup is smaller than Sita's cup.

Uma's cup holds a little milk.

Sita's cup holds more milk than Uma's cup.

For Study :

2.



Here are a man and his son. The boy is sitting on a mat. There is a child near him. She is his sister. The man has a son and a daughter. There is a doll near the baby. She likes it very much.

The boy is bigger than his sister and the father is much taller than the boy. They are poor. They have not much money. Since the boy's father is not rich, the boy's mother has not many jewels. She has a box and the box has a lock. She has a little money. She keeps it in the box and she keeps the key with her.

How many sons has the man ?

How many daughters has the man ?

Is the man rich or poor ?

Has the mother much money ?

Why does the mother not have many jewels ?

Where does she keep her money ?

3. Fill up the blanks with big, small, bigger, smaller, than :—

The girl has a ball.

The boy's ball is — — the girl's ball.

The girl's ball is not as — as the boy's ball.



The man's box is — — the boy's box.



4. Fill up the blanks with words from the brackets :—

The sun is — than the moon. (*bright, brighter*)

The moon is much — than the stars. (*bright, brighter*)

Sen's dress is — . (*clean, cleaner*)

Hamid's dress is — than Sen's. (*clean, cleaner*)

Mahatma Gandhi was a — man. (*great, greater*)

Das is — than Dutt. (*tall, taller*)

LESSON 16

OUR VILLAGE

auntaroundstreethundredththirtiethbeyondrowduringhilllatterseaintoflowlandsendformertankcooktwentiethone of

For Language Drill :

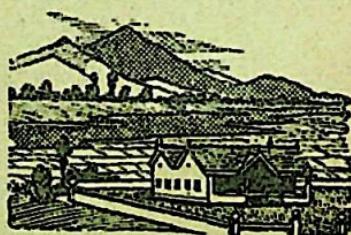


The child is between the man
and the woman.

The field is beyond the
school.

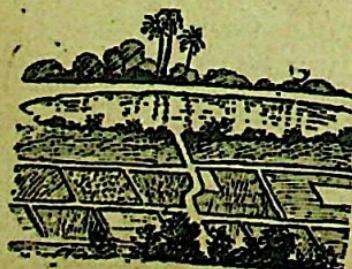
The river flows beyond
the field.

The hill is beyond the
river.



The water is flowing here.

The water is not flowing here.



The water flows from the
tank to the fields.



For Study :-

2. My house is in a small street in the village of Ramapuram. The street is at the end of the village. The houses are in two rows. My house is the twentieth house in our row. The thirtieth house in our row is my friend's house. The hundredth house in the other row is my aunt's house. At the end of the street there is a tank. Beyond the tank there are fields. There are fields around the village. The fields are all round the village. A river flows near the village. There is water in the river after the rain. Rain comes in during the months of October and November. There is very little rain during the months of May and June. It is very hot then. At last the river flows into the sea.

What is the name of the village ?

Whose is the hundredth house in the other row ?

What is beyond the tank ?

Where are the fields ?

Where does the river flow at last ?

3. I live with my parents. The baby in our house is one of my three sisters. I have also two brothers. Their names are Ganesh and Ravi. The former does not go to school, because he is very young. The latter goes to school every day.

My father is a farmer and he has lands near the village. He grows rice in his fields. We eat rice. At home my mother cooks food in a pot. We

return from school at the end of the day. Then we have our food and we go to sleep at eight o'clock.

Who in our house does not go to school ?
Why does he not go to school ?
In what does mother cook food ?

4. Use in sentences of your own :—

since, beyond, one of, during, former, latter.

5. The teacher asks — . (*What?*)

The teacher asks a question. (*When?*)

The teacher asks a question in the morning.

The man ate — . (*What?*)

The man ate his food. (*When?*)

The man ate his food in the morning and in the evening.

6. Make sentences like this, using the words in the brackets :—

1. My horse does not draw. (*the cart, on some days*)

2. The cat drinks. (*a little milk, every day*)

3. The man drives. (*every morning, the oxen*)

4. The shopman opens. (*at eight o'clock every morning, the shop*)

5. The tall boy brings. (*water, every evening*)

6. The boys enter. (*the school, at ten o'clock in, the morning*)

7. Rama writes. (*every day, English*)

8. Somu plays. (*games, often*)

9. They took. (*the new ball, yesterday evening*)

10. We used. (*that day, the new book*)

11. He makes. (*always, my clothes*)

12. The old man sings. (*a good song, always*)

LESSON 17

THE CLOCK

: quickly strike slowly once clock
number minutes hour figure time
 at first face of the clock

For Language Drill :-

1. The boy runs quickly but the old woman runs slowly.



The people get into the bus. Then the bus moves. The bus moves slowly at first.

A small boy strikes the ball with the bat and the ball goes slowly.

A big man strikes the ball with the bat and now the ball goes very quickly.

A big man strikes a small boy and so the small boy cries.



For Study :-

2. Look at the clock. It tells us the time. The face of the clock has numbers on it. The clock has two hands. There are numbers on the face of the clock from one to twelve. One hand is long and the other is short. The former is the



minute hand and the latter is the hour hand. The minute hand shows the minutes and it moves quickly but the hour hand moves slowly.

How many hands has the clock?

What does the minute hand do?

What is the name of the short hand?

Which hand moves quickly?

3. The minute hand moves from one figure to another in five minutes; In one hour it goes once round the face of the clock. The hour hand moves from one figure to another in one hour; It goes round the face of the clock once in twelve hours.

At first the minute hand is at twelve. Then it moves from one figure to another. It returns to twelve at last. Then the clock strikes again. It strikes another hour. The clock strikes when the minute hand goes once round the face of the clock.

4. In how many minutes does the minute hand move from one figure to another?

In how many hours does the hour hand move from one figure to another?

Show where the minute hand and the hour hand are when it is 4 o'clock.

5. Find the opposites:—

	big	X	little	
1	2		1	2
short	clean		wise	poor
give	disobey		dry	foolish
question	take		early	long
absent	tall		high	then
after	live		now	low
in	down		old	wet
always	answer		sad	late
come	present		short	young
up	go		rich	glad
die	never			
obey	before			
dirty	out			

LESSON 18

TELLING THE TIME

how to

know how to

For Language Drill:—I. The boy plays. (*When?*)The boy plays *in the evening*.The boy plays *when he gets home from school*.The girl writes *when the bell rings*.

When does the farmer go to the field ?

He goes to the field *in the morning*.

When does the boy wash his face ?

He washes his face *when he gets up*.

I know how to play with bat and ball.

She knows how to sing.

The farmer does not know how to read English, but he knows how to grow plants.

2. Fill up the blanks :—

We eat when we are _____. (*glad, sad, hungry*)
 Boys play when they are _____. (*glad, sad, hungry*)
 Girls sing when they are _____. (*happy, hungry*)
 The field is dry when there is no _____. (*sun, rain, moon*)

The teacher ____ when he writes on the board.
 (*sits, stands, runs*)

3. Join by using ‘when’ :—

The bell rings. He begins to read.

The rain comes. The farmer goes into the house.

We cannot sing. We are sad.

We are hungry. We cannot run quickly.

The bell rings at five o'clock in the evening. We go home.

4. Ask and answer :—

When do you wash your face ? (Use *when*.)

Do you know how to write English ?

Do you know how to play that game ?

For Study :—

5. Can you tell the time now ? You must learn to tell the time. The minute hand is at twelve when the clock strikes. Then the hour hand is at a number. That number shows the hour. Now the minute hand is at twelve and the hour hand is at three. So the time is three o'clock. At twelve o'clock both the hands are at twelve.



What are you learning now?

Where is the hour hand when the clock strikes twelve? ✓

What does that number show?

What is the time on the clock in this lesson?

Use in sentences :—

Know how to, both.

LESSON 19

LANGUAGE PRACTICE—I

(shall and will)

1. I shall go.	I should go.
We shall go.	We should go.
He (she, it) will go.	He (she, it) would go.
You (they) will go.	You (they) would go.

I should like to go.

We should like to go.

He (she, it) would like to go.

You (they) would like to go.

2. We shall come to school tomorrow.

They will come to school tomorrow.

I should like to read English well.

The girl would like to sing.
 The boys would like to play.
 Shall we have sweets on Deepavali?
 Will Gopal have new clothes?
 Will the boys have a new book tomorrow?
 They would like to have a new book.

3. Fill up the blanks with shall or will :—

I — go home at 5 o'clock.
 We — go to the fields.
 Vasu — obey his father.
 You — play games.
 The teacher — come and the boys — stand up.
 We — sit on the benches and the teacher —
 write on the board.
 — we have new books ?
 — he get a present ?
 — Leela and Mira play that game ?

4. Fill up the blanks with should or would :—

We — like to read English well.
 You — like to go to the shop.
 The dog — like to go with the boy.
 The boys — like to ring the bell.
 I — like to be the first boy in my class.

5. Fill up the blanks :—

We go to school — days in a week.
 Monday comes — or — times every month.
 There are — weeks in a month.

LESSON 20

THE BOY WHO CRIED, 'TIGER ! TIGER !'

<u>understand</u>	shout	<u>laugh</u>	rope	<u>reach</u>
draw	edge	<u>cart</u>	kill	<u>deep</u>
horse		help (noun)		

For Language Drill :—

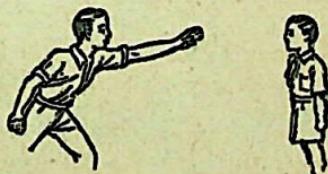
i. The boy cannot reach the window because he is small.



The girl can reach the edge of the table.



The man cannot reach the boy because he is far away from him.



The woman draws water from the well.



The mother draws the girl near her.



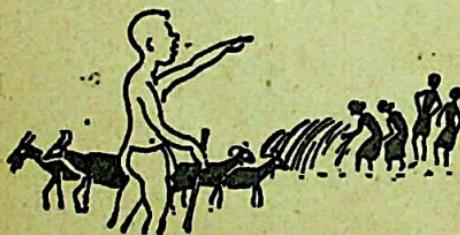
The teacher teaches a lesson. One boy is clever. He understands the lesson well. Another boy is not clever. He does not understand the lesson.

The sea is deep. We must not get into it. It is not safe to get into it. But the river is not very deep. We can have a bath in it. It is safe to have a bath in it. Only foolish boys get into deep water.

Some boys shout here. So the other boys cannot do their lessons. At home the boys shout. So their fathers cannot work. When the boys shout their grandfathers cannot sleep.

For Study :—

2. Look at this picture. Some people are working in the field. A boy is looking after the goats.



The boy shouts to them for help. He cries, "Tiger! Tiger!" They hear him.



They come to help him. But there is no tiger.

The boy laughs at them when they reach the place.

Then they go away to their work. He shouts again a second time. Some people say, "Let us not go to his help. He will only laugh at us." But this time they come again to help him. Once

again the boy laughs at them and they go away to their work.

At last a tiger comes.

Now the boy shouts to them for help.

They hear him, but they do not come to his help. The tiger kills a goat and runs away with it.



3. What are the people doing ?

What is the boy doing ?

What does the boy cry for ?

Is there a tiger ?

What does he do to the people when they come to help him ?

How many times does he laugh at them ?

Why do they not come when he shouts for the third time ?

4. Find the opposites :—

first	×	last
-------	---	------

1	2	1	2
give	little	man	without
get into	woman	boy	take
hard	girl	go	get out of
put	return	go to bed	soft
learn	get up	slowly	take
big	quickly	with	teach
		good	bad

5. Use in sentences of your own :—

look after, hear, shout for, laugh at, again, reach.

LESSON 21

THE BOY AND HIS DOG

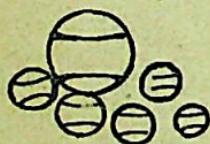
among friendly pull story stories
animal useful almost indeed take care of

For Language Drill :—

1.

The rich man is among bad men.

So he is not safe.



There is one big ball among the small balls.

My mother is wise and she keeps her money and jewels in a box with a lock. She takes care of her money and jewels. A foolish man does not take care of his money.

Good boys take care of their books and foolish boys do not take care of their books.

The woman is kind to the boy. She is friendly to the boy.

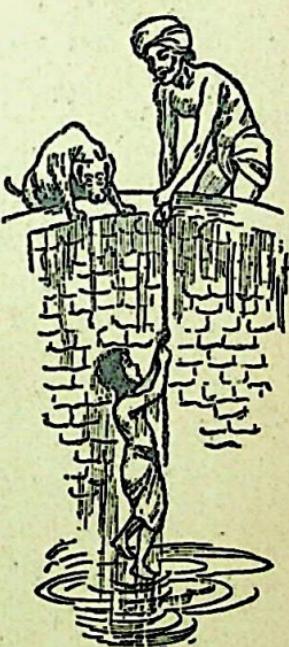
The teacher is like a friend to his pupils. He is friendly to the pupils.

Gupta likes all boys. So he is friendly with all the boys.

For Study :—

2. A boy is in this deep well. The dog is friendly to the boy, because he was kind to it

and took care of it. It cries and cries. At last a farmer hears the cry of the dog and comes to the well. He sees the boy in the well and brings a long rope to help the boy to get out of it. He lets down the rope. It goes deep down into the well. At first the boy cannot reach it. At last he reaches it and holds it. The farmer draws the rope up slowly. He is a strong man. He pulls and pulls. The boy comes nearer to the edge of the well. When he is almost out of the well the dog jumps on to the wall of the well and comes near him. The boy is safe at last. The dog and the boy are glad. The dog and the boy are good friends. A dog is always a good friend.



This is a story about a dog. There are many other stories about dogs. Dogs are friendly to men. Indeed some dogs are even better friends than some men. The dog is a good animal. Other animals like the cow, the horse and the buffalo are also useful to men.

Where is the boy at first ?

Why does the farmer bring a rope ?

What does he do with the rope ?

Why is the dog glad ?

What other animals are useful to man ?

3. Fill up the blanks with draw, pull, reach, edge, take care of:—

The boy can reach the low window.

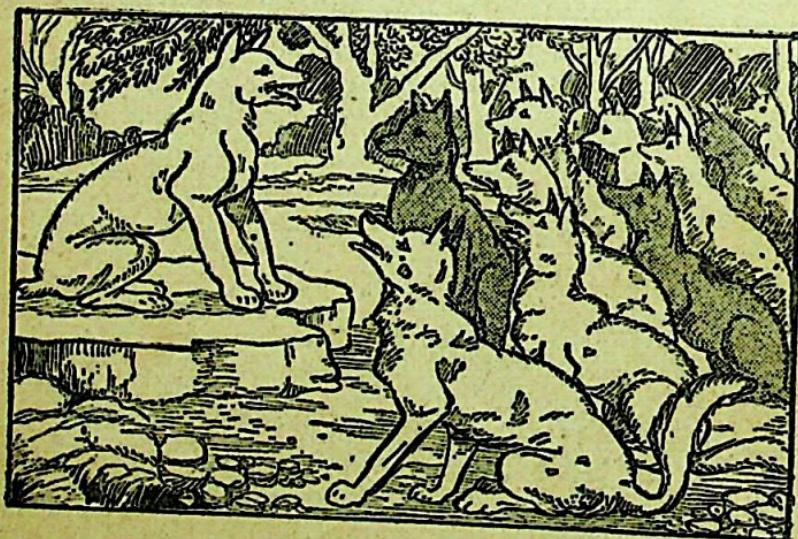
The well is deep and the rope is short. So the bucket cannot draw the water.

The oxen pull the rope and draw the water from the well.

The mother dog takes care of her young ones. It is not safe to sit on the edge of a well.

LESSON 22

THE FOX WITHOUT A TAIL



fox	trap	tail	like
<u>away</u>	<u>begin</u> (<u>began</u>)	<u>cut off</u>	<u>be sorry for</u>

I. A fox was in a trap. He could not get out. He pulled and pulled, and at last only his tail was in the trap. He could not get it out. Again he pulled, and this time his tail came off. Now

the poor fox could run away, but he had no tail. He was very sad about this. He said 'Oh, my beautiful tail ! All the other foxes, who have tails, will now laugh at me. What shall I do ?' He thought for a long time. Then he went to the other foxes, and said, 'Look at me. I have no tail now. I cut it off, because tails are not useful to us foxes. How happy I am now ! I can run much better ; so I am safe from men and dogs. If you are wise, you also will cut off your tails.'

Some young foxes said, 'Yes, he is right. Indeed it is good to be without a tail. Let us all cut off our tails.' But an old fox began to laugh, and said to him, 'All foxes like their tails. You are the only one with no tail, so you want us to be like you. No, we are sorry for you, but we will keep our beautiful tails.' The fox went away, very sad. He was clever, but the old fox was wise.

Why was the fox very sad when it got out of the trap ?

What did this fox ask other foxes to do ?

What did some foxes want to do ?

Why did they not do so ?

V.V.M.

2. Fill up the blanks with if, than :—

1. It is better to have a tail — to have no tail.
2. The old fox was wiser — the young foxes.
3. ~~If~~ you cut off your tails you will be able to run better.
4. The old fox thought, 'He will laugh at us — we cut off our tails.'
5. ~~If~~ we are wise we shall keep our beautiful tails.
6. The wise fox was older ~~than~~ the other foxes.

LESSON 23

LANGUAGE PRACTICE-II

(Asking Questions)

<u>card</u>	<u>letter</u>	<u>stamp</u>	<u>hard</u>	
<u>soft</u>	<u>bread</u>	<u>cake</u>	<u>just</u>	post card

1. *Present* *Past*
 do, does did

He went home.
 Did he go home ?

They draw water from the well.
 Do they draw water from the well ?

Gupta asks many questions.
 Does Gupta ask many questions ?

She makes clothes.
 Does she make clothes ?

He brought a letter.
 Did he bring a letter ?

2. *Teacher* :—Did any one come to your house on Sunday ?

Ramu :—My uncle came to see us.

T :—Did he bring you anything ?

R :—He brought me some sweet cakes.

T :—Did you come to school on Monday ?

R :—No, I did not.

T :—Did you come to school yesterday ?

R :—Yes, I did.

T :—Did you come late to school yesterday ?

R :—No, I came just in time.

T :—Who was not in the class during the English lesson ?

R :—Govind was not in the class during the English lesson.

T :—Did you play games yesterday ?

R :—No, I did not play games because there was rain and the ground was soft.

T :—What did you do on Sunday ?

R :—On Sunday my brother came with a bat and ball for me, and we played a game. We played this for a few hours. On Tuesday I had a postcard from my other uncle in Ceylon. The card had a stamp on it. I was very glad to get the card with the stamp on it. I should like to have many stamps like that. I wrote a letter to my uncle. I thanked him and asked him to send me some more stamps.

3. Fill up the blanks :—

We wrote in our books.

Did we —— in our books ?

The boy understood the lesson.

Did the boy —— the lesson ?

The boy understands the lesson.

Does the boy —— the lesson ?

The big boy struck the small boy.

— the big boy — the small boy ?

The man drove the oxen to the field.

— the man — the oxen to the field ?

The mother kept the key with her.

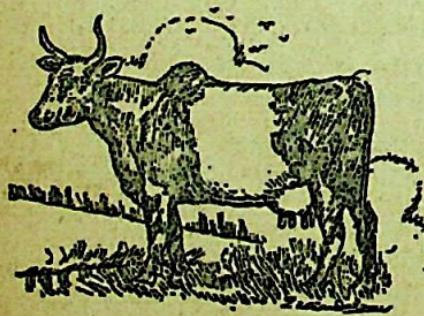
— the mother — the key with her ?

LESSON 24

KINDNESS TO ANIMALS

brightly	cleverly	clearly	gladly
foolishly	happily	sadly	safely
	bazaar	<u>else</u>	

1. Yesterday my father brought to our house a new cow. I drove it to the fields. I gave food to the cow. My father said to me, 'Take care of the cow.' So I took care of it. My father was happy. He sent his man to the bazaar to bring



new clothes for me. My father gave me a present because I looked after the cow. I wore the new clothes and I was happy.

One day my brother struck our dog with a stick. My father said, 'You must not strike the dog or else I will beat you. Do you understand this?' My brother understood it. He never struck the dog again.

What did the boy take care of?

What did his father give him?

What did his brother do to the dog?

What did his father say to his brother?

2. Learn these :—

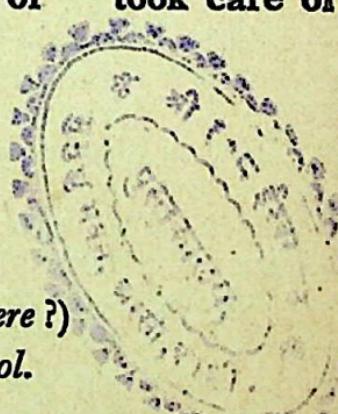
<i>Present</i>	<i>Past</i>	<i>Present</i>	<i>Past</i>
bring	brought	strike	struck
know	knew	understand	understood
tell	told	draw	drew
wear	wore	take care of	took care of
keep	kept		

3. She sings. (*How?*)She sings well. (*Where?*)

She sings well at home.

He reads. (*How?*)He reads very well. (*Where?*)

He reads very well at school.



Make sentences like this. Use the words in the brackets :—

Das runs. (*quickly, in the playground*)The oxen draw water. (*slowly, in the fields*)The moon shines. (*at night, in the sky*)The sun shines. (*in the sky, brightly*)The boys write. (*neatly, in their note-books*)The boys go. (*to the playground, gladly*)He puts his fingers. (*in the fire, foolishly*)The man enters. (*happily, the train*)

LESSON 25

THE FOOLISH ANSWER

right	ship	knife	be	<u>wrong</u>
<u>paper</u>	cut	<u>twice</u>	<u>times</u>	

1. *Dutt* :—How did you answer the questions in the class today?

Das :—The teacher asked me two questions. I answered them well. My answers were right.

Dutt :—Whom did the teacher ask a question next?

Das :—The teacher asked *Sen*.

Dutt :—How did *Sen* answer?

Das :—He answered badly. He gave a wrong answer. He said, ‘The ship goes on the land.’

Das :—How many times did he answer badly?

Dutt :—Twice he answered badly.

2. The boy will play if there is no school today.

You can cut the bread if you have a knife.

Eat the bread if you are hungry.

We can write and draw pictures if we have paper and pencil.

They can cut the paper if there is a knife.

The girl will be happy if she has a new dress.

3. *Join these (using if) :*—

The boy will be sad. His grandfather dies.

The boy gives milk to it. The cat will be happy.

A man will not be happy. He is hungry.

The carpenter can make benches. He has wood.

He has cloth. The tailor can make clothes.

The teacher will read a story for us. He has a story book.

4. *Use in sentences of your own :*—

right, wrong, cut, will be.

LESSON 26

LANGUAGE PRACTICE—III

(Relative Pronouns)

1. This is the boy. (*Which boy ?*)
 This is the boy *who ran well.*
 I saw the boy. (*Which boy ?*)
 I saw the boy *whose father came here yesterday.*
 I know the boy. (*Which boy ?*)
 I know the boy *whom you saw yesterday.*
 I went to the house. (*Which house ?*)
 I went to the house *that we saw yesterday.*
 I went to the house *which we saw yesterday.*

2. This is the boy. He ran well.
 This is the boy *who ran well.*
 I saw the boy. His father came here yesterday.
 I saw the boy *whose father came here yesterday.*
 I know the boy. You saw him yesterday.
 I know the boy *whom you saw yesterday.*
 I went to the house. We saw it yesterday.
 I went to the house *that we saw yesterday.*
 I went to the house *which we saw yesterday.*

Join these sentences using the words in the brackets :—

She reads the book. You gave it to her. (*which*)
 She went to the house. You saw it yesterday. (*that*)
 That is the teacher. You know him. (*whom*)
 I know the tailor. He came here yesterday. (*who*)
 This is the boy. His brother is in my class. (*whose*)

LESSON 27

A LETTER FROM A FATHER TO HIS SON

health loving (should) escape
dirty catch thus put on
(I, we, you, he, she, it, they) should* do this

I.

5, Abhyankar Road,
Sitatbuldi, Nagpur,
15th April, 1949.

My dear Joshi,

I am glad to have your letter. In this letter I should like to tell you how to take care of your health. If you drink dirty water or eat dirty food you will have bad health. You will fall ill. So you should drink only clean water and eat only clean food. You should neither be dirty nor wear dirty clothes. You should have a bath every day and put on clean clothes.

I shall now tell you a little story about a cat and a bird which lived in my room. Yesterday the bird flew out through the window. The cat went out quickly behind the bird to catch it. The cat also went out through the window. The bird sat on a tree and the cat was under the tree. Then the bird flew up. It flew over the tree and went to another tree. Thus the bird escaped. The cat could not catch the bird because the bird could fly.

I am,
Your loving father,
G. K. Gokhale.

* Meaning *ought to*: See Note, p. III.

2. Why should you not drink dirty water ?
 What should you do to be clean ?
 What went out of the room first ?
 What went out next ?
 How did they go out ?
 Over what did the bird fly at last ?
 Why could not the cat catch the bird ?

3. *Use in sentences of your own :—*
 health, dirty, put on, catch.

4. Your uncle sends you a present. It is a pen.
 Write a letter to him and thank him.

LESSON 28

LETTER TO A SCHOOL FRIEND

strong quite all right

7, Mill Road,
Nagpur,

November 8, 1949.

1. Dear Misra,

Yesterday we asked the teacher, 'Why is Misra absent from school ?' The teacher answered, 'Misra is at home in bed. He is very weak and cannot eat any food.' We are all very sad about this. But if you stay in bed for some days you will soon be quite all right and get strong again, and then we shall be very happy to see you with us at school. You must come next week if your health is better. We have some new games, and you will like them very much. The days are not hot now. We play every evening when it does not rain. But we want you to be with us.

Your loving friend,
R. Shukla.

2. Why is Misra absent from school ?
What must he do to get strong again ?
When will the boys be happy ?
Do they play every evening ?
3. *Use in sentences :—*
strong, quite, all right
4. Write a letter from Misra to Shukla.

LESSON 29

LETTER FROM THE TEACHER

sincerely match against Mr.

The New High School,
Raipur,
November 8, 1949.

I. Dear Mr. David,

Your letter about Misra came this morning. We shall all be glad when he can come to school again. He has many friends in the school. They like him because he plays games quite well, and he is also good at his lessons. Yesterday we played a match against another school. We did not win because Misra did not play for us. We shall be very happy when he comes back to school. He should stay at home for some time. He can come out again on a bright day. Then he will not get wet and he will be safe. We are doing new lessons every day, but he will learn them when he comes again. I shall help him.

Yours sincerely,
John Jesudas.

2. What was the date on which the teacher got the letter?

When will they all be glad?

Why do the boys like Misra?

Is he clever?

What will the teacher do for Misra about the new lessons?

Use in sentences of your own :—

glad, shall be, again, because, good at, stay, sincerely.

LESSON 30

LANGUAGE PRACTICE—IV

(The Present Perfect Tense)

ago still several nothing just now

1. (a) 1. Jaya opened the door just now. The door is open. Jaya *has opened* the door.

2. Mira wrote several words on the board a minute ago. Mira *has written* the words on the board.

3. Babu took nothing just now. Babu *has taken* nothing.

4. I *have read* twenty-nine lessons. I am now reading the thirtieth lesson.

5. I *have had* my food. I am not hungry now.

(b) 1. I have gone in many trains and buses.

2. Once I saw Bombay. Another time I saw Hyderabad.

I often think about these cities.

I have seen Bombay and Hyderabad.

3. He has written several books.
4. That boy has sometimes rung the bell.
5. We have never come late to school.

(c) i. I came to this city two years ago. I am still in this city.

I have been in this city for two years.

I have been in this city for the last two years.

I have lived in this city for two years.

I have been living in this city for the last two years.

2. I am still at school.

I have been at school for four years.

I have been going to school for four years.

I have been at school for the last four years.

3. I have always liked reading.

(Teacher.)—Three uses of the present perfect are shown in (a), (b) and (c). (a) Action just done or completed : present result thought of. (b) Action past : present result thought of. (c) Action begun in the past and now continuing. In all these cases, (a), (b) and (c), the past action is thought of as *remaining* in its *effect*; we now possess that effect, we are in the present state of having done that action. No expression indicating past time must be used with the perfect, except when it indicates *period within which*, extending to the present time: we can say, ‘I have visited these places this year,’ or ‘during the past year’, but not ‘last year.’)

2. Learn these well.

<i>Present</i>	<i>Past</i>	<i>3rd form</i>
run	ran	run
sing	sang	sung
ring	rang	rung
come	came	come
go	went	gone
ask	asked	asked
fill	filled	filled
call	called	called
say	said	said
read	read	read
cry	cried	cried
get	got	got
sleep	slept	slept
burn	burnt	burnt
shine	shone	shone
dig	dug	dug
sell	sold	sold
eat	ate	eaten
take	took	taken
give	gave	given
drive	drove	driven
draw	drew	drawn
write	wrote	written
fly	flew	flown
know	knew	known
wear	wore	worn
see	saw	seen

3. Make a sentence with a verb like *has read* :—

(a) i. The teacher wrote some words on the board just now. The words are on the board. The teacher — the words on the board.

2. We came to school. We came into the classroom. Now we are in the classroom. We —— to the classroom.

3. He went out to the playground and he is playing there. He —— to the playground. (go out)

(b) 1. The teacher asked me a question today. Then he asked me another question.

The teacher has asked me two questions today.

Now fill the blanks :—

2. My father and I take care of our garden. We —— some deep holes for plants. (dig)
3. The teacher —— many books. (read)
4. There are now no toys in the shop. The shopman —— all the toys. (sell)
5. Gopu will now run in the third race. He —— well in the first two races.
6. I —— never — to Calcutta. (go)

(c) 1. I —— a pupil in this school for the last four years. (be)

2. I —— my friend for a long time. (know)
3. I —— fifty-nine pages in this book. (read).

LESSON 31

LANGUAGE PRACTICE—V

(The Present Perfect Tense)

done

sat

Boys.—Good morning, Sir.*Teacher.*—Good morning, boys. Sit down. What have you done now?*B.*—We have sat down.*T.*—Stand up. What have you done now?*B.*—We have stood up.*T.*—Take your books and open them. What have you done now?*B.*—We have taken our books and opened them.*T.*—I open my book. What have I done?*B.*—You have opened your book.*T.*—Ram, open your book. Gopu, what will Ram do now?*Gopu.*—When he has opened his book, he will read a lesson.*T.*—Boys, have you opened your books?*B.*—Yes, we have opened our books.*T.*—Read your lesson. Have you ever read a story in English?*B.*—Yes, we have.*T.*—Have you ever written a story in English?*B.*—No, we have never written a story in English.*T.*—It is 12 o'clock now. What do you do every day when you have done your last lesson?

B.—Everyday when we have done our last lesson,
we play in the playground.

T.—Good day, boys.

B.—Good day, Sir.

2. Supply in each case the proper form of the word given within brackets :—

- (1) They have take away their books. (take)
- (2) Ram has open the door. (open)
- (3) We have write our lesson. (write)
- (4) You have read your lesson. (read)
- (5) We have all sit down. (sit)

3. Supply the proper form of the word have in the following :—

- (1) The boys has all gone home.
- (2) Ram has come to school to-day.
- (3) I have read my lesson to-day.
- (4) She has opened her book.
- (5) It has come to the stream to drink water.
- (6) They have all taken their books.

Learn these well :—

Present	Past	3rd Form
do	did	done
sit	sat	sat
stand	stood	stood
clean	cleaned	cleaned
open	opened	opened
read	read (<i>red</i>)	read (<i>red</i>)

LESSON 32

A FAMOUS RAJA

famous
north

state
himself

all over
run away

1. There was a famous Raja in the north of India. His state was small, but he was a great man. He never thought of himself. He gave all his money, every year, for the good of his people. He wanted all of them to know how to read and write; so he opened schools in all the villages. He made good roads all over the state. He looked after the health of the people. Every good man was safe in that state. He also read many books and understood many things. His people loved him, because he was kind and wise; and they always wanted to obey him.

This Raja loved animals very much, and they loved him. When he went out among the trees he took with him some food for the animals. They always came to him. They knew him well. At first the young animals did not want to come near him. But their fathers and mothers brought them to him, and after a short time they also knew him well.

2. Did this Raja always think of himself ?
What did he do to help his people to learn ?
Were bad men safe in that state ?
Why did his people want to obey him ?
Did the animals run away from the Raja ?
3. Use in sentences of your own :—
great, never, himself, think of, for the good
of, all of them, know how to, look after,
let, also, obey, want to, among.

LESSON 33

A RAILWAY STATION

platform yet time for

i. Here are a man and a boy. The man is the boy's father. The boy is his son. The father is showing the railway station to his son.

Father.—We are now at the railway station.

Son.—What is this? What a crowd!

F.—This is the platform. People wait for the train here.

S.—Where is the train? There is no train here.

F.—No, the train has not come in yet. It is not yet time for the train.

S.—The train will come now, won't it?

F.—Yes, you are right. It will come now.

S.—There is the train. How long the train is! Now it is stopping at the platform.



F.—Some people are getting down from the train, and some are getting into it. Do you want to get into the train?

S.—No, thank you. I do not want to get into the train now.

F.—Would you like to see the engine ?

S.—Yes, please. I should like to see the engine.
What does that man sell ?

F.—He sells fruit. Do you want some fruit ?

S.—No, thank you. What do they sell there ?

F.—They sell books. Do you want a story book ?

S.—Yes, please.

F.—Now let us go first to see the engine.

(The father takes him to the engine and then buys a story book for him. Then they go home).

2. Complete the following sentences by adding suitable words :—

- (1) When the train comes to the platform
- (2) When the train stops
- (3) When the moon shines
- (4) When the farmer goes to bed

3. Frame suitable questions for the following answers :—

- (1) Near the platform.
- (2) No, it is not yet time for the train.
- (3) At the railway station.

4. I should like to see the engine.

Write similar sentences using :—

- (1) bus, drive (2) pen, buy (3) ball, hit.

5. What a crowd !

What mark is placed at the end of the sentence ?
This can also be written thus :—

* The crowd is very big.

Rewrite these sentences like this :—

How quickly he ran !

How long the train is !

How beautiful the picture is !

How big the engine is !

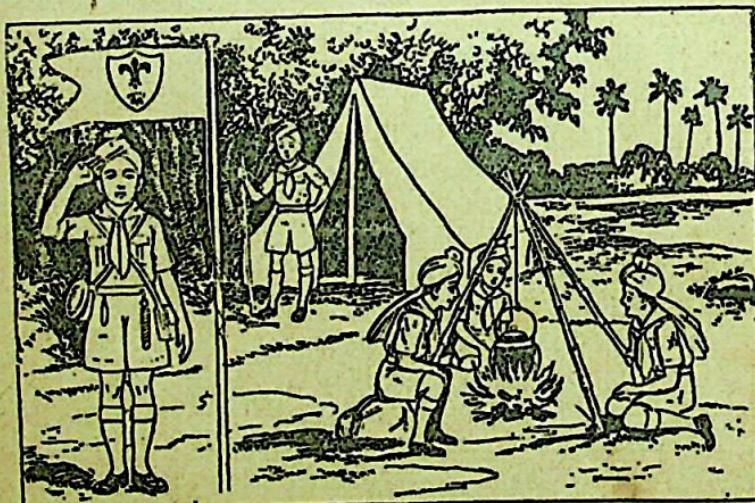
6. Rewrite sentences using (!) :—

The man is very wise.
How wise the man is !

The platform is very long.
The crowd is very happy.
The tent is very big.

LESSON 34

BOY SCOUTS



scout
troop

pack
camp

outside
inside

everywhere
tent

1. In our school we have a troop of boy scouts. We also have a pack of cubs. The cubs are little scouts and they will go into the scout troop when they get bigger. Scouts learn many things and play many scout games. They learn how to cook and how to put up little tents. They know how to keep everything clean. When they go to stay in their camp, they sleep in their little tents.

They make a good place for cooking near their tents, and they cook their food twice a day. Then they sit down under the trees and have their food. In the camp they are out in the open all day. Only in the evening they go inside to sleep. Before that they sometimes have a big camp fire. Sometimes they stay in the camp for a week. There they learn new things every day. When we know more English words we can tell in English all the things that scouts learn and all the things that they do. They want very much to help other people, at home and at school and everywhere. For this they become scouts. Good scouts think of other people first. They make others happy, and so they also are happy.

2. Are the cubs in the scout troop ?

What do the scouts make in the camp ?

When are the scouts inside their tents in the camp ?

When do they have a camp fire ?

Do they always live in their camp ?

Why do they become scouts ?

Does a good scout think of himself first ? ✓

What do scouts do to others ?

3. Subject and Predicate :

There are two parts in every sentence—the subject and predicate.

In the sentence *The boy reads his lessons* the subject is *The boy*. *Reads his lessons* is the predicate. To find the subject find out the verb first and then ask the question *who ?* or *what ?* The rest of the sentence will be the predicate. The verb here is *reads*. *Who reads ?* *The boy*. So *The boy* is the subject.

Divide up the sentences given below as in the example :—

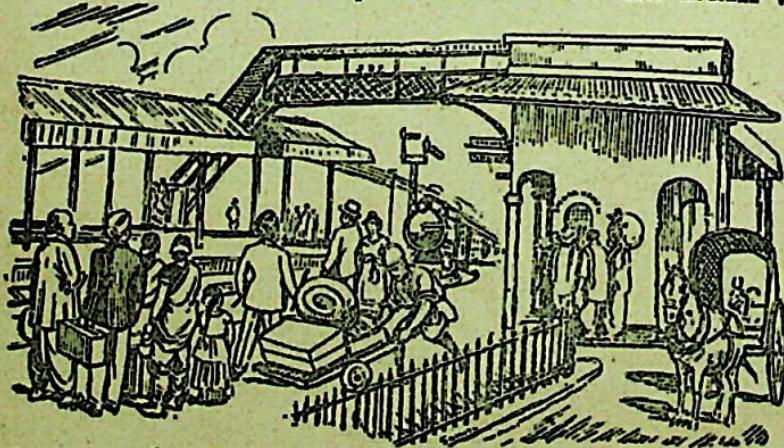
<i>Subject</i>	<i>Predicate</i>
The boy	reads his lessons
1. The cow gives us milk.	
2. The teacher is in the class.	
3. The little boy cries.	
4. The girls are singing.	
5. The boys are playing in the garden.	
6. The boy's friend is swimming well.	

LESSON 35

A SEND OFF

<u>station</u>	<u>railway</u>	(compartment)	(visit)
<u>ticket</u>	<u>wait</u>	(start)	

1. My uncle and aunt went to Madras yesterday. I went to the railway station with my father. We went to the station at 4 o'clock. But the train was



to come only at 5 o'clock. We were very early at the station. We waited at the station for an hour. My uncle got two first class tickets for Madras.

Many people were waiting for the train. There were some old men among them. At last the train came. When the train came, many people put their things into the train and took their seats. An old woman had a very big box on her head and it fell down. I helped her to put it into the train. She was glad and thanked me. My father also was glad because I helped the old woman.

My uncle and aunt got into a first class compartment. I put all their things in it. They had bread and fruit to eat on the way. My mother cooked some food for them to eat on the way. My aunt gave me a present when she got into the train. At last the train started. Then I returned to my house with my father.

1. When did the boy go to the railway station ?
2. What did the people do when the train came ? _____ when _____.
3. What did the boy help the old woman to do ?
4. What did the boy's aunt do when she got into the train ? _____ when _____.
5. What did the boy do in the end ?

2. *Madras* is the name of a place.

An *uncle* is a person.

A *ticket* is a thing.

Words showing places, persons or things are nouns.

Here are some more nouns :—

aunt, station, father, train, Balu.

(a) Put a line under the nouns.

people, men, the, went, woman, seat, box, house, with.

(b) Write down ten nouns.

LESSON 36

LANGUAGE PRACTICE—VI

(Asking Questions)

x. Remember these words :

am, are, is, was, were, shall, should,
will, would, has, have, had, may,
might, can, could, do, does, did.

When sentences have these words we can make questions like these :—

I am a tailor.

Am I a tailor ?

The book is on the table.

Is the book on the table ?

The boys are playing.

Are the boys playing ?

They were singing, when the bell rang.

Were they singing, when the bell rang ?

We shall go home.

Shall we go home ?

You should come early.

Should you come early ?

She has three children.

Has she three children ?

I may dig deep holes.

May I dig deep holes ?

He can bring a bucket of water.

Can he bring a bucket of water ?

2. Make questions from the following sentences :—

1. The train was at 5 o'clock.
2. We were at the station.
3. Many people were waiting for the train.
4. His knife was sharp.
5. They could fly high.
6. We can grow plants in our gardens.
7. The plants will give us food.
8. You must first of all draw a plan.
9. You should draw lines on the ground.
10. He has sent the books to me.
11. We have written a story.

3. My mother cooks the food.

Does my mother cook the food ?

He wants to play today.

Does he want to play today ?

I put their things in the train.

Do I put their things in the train ?

You played games.

Did you play games ?

(Teacher will explain the use of *do*, *does* and *did* for asking questions when the statements do not have any helping verbs in them.)

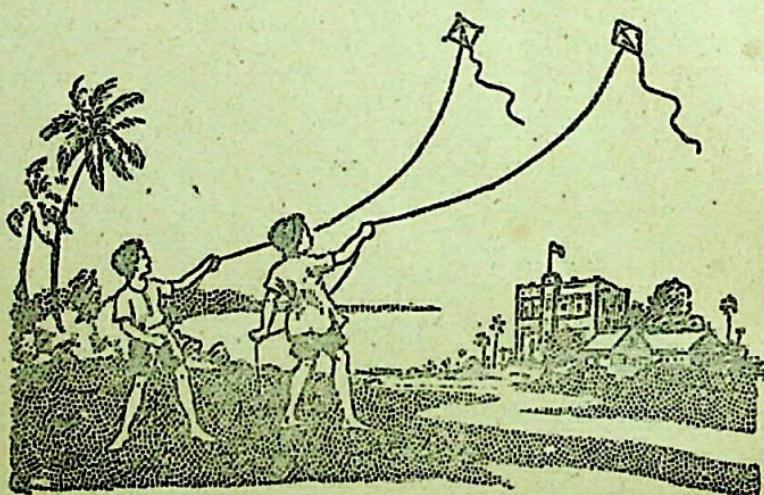
4. Make questions from the following sentences :—

1. Many people waited for the train.
2. The train came late.
3. The people take their seats.
4. I helped the old woman.
5. My aunt gives me a present every Deepavali.
6. We return to our house at night.

LESSON 37

SEN'S HOLIDAY

(a cut) (sharp) (dress a cut) (biggest)



1. Every boy loves to fly kites. Sen and Gupta were friends and they loved to fly kites. They were making paper kites on a holiday. They had a knife and some paper. They wanted to cut the paper with the knife and make kites. They had good paper and their knife was sharp.

First, Sen cut the paper but he did not take care. He cut his finger. He cried very much because the cut was deep. Then his father dressed the cut and he did not cry after that.

Gupta was clever and careful. First he made a big kite. Then he made a bigger kite than the

first kite. His third kite was the biggest of all. He was happy when he flew his kites. They could fly high. They flew over the houses and above the trees. Sen also was happy when he saw the kites flying above the trees.

2. What do boys love to do ?

What did Sen and Gupta want to do to the paper to make kites ?

What did Sen do to his finger ?

How many kites did Gupta make ?

Fill up the blanks :—

The second kite which Gupta made was smaller than his — kite.

The — kite which Gupta made was bigger than his second kite.

The — kite was the smallest of all.

3. *Uncle* is a man and *aunt* is a woman. *Uncle* is said to be in the masculine gender and *aunt* is said to be in the feminine gender :—

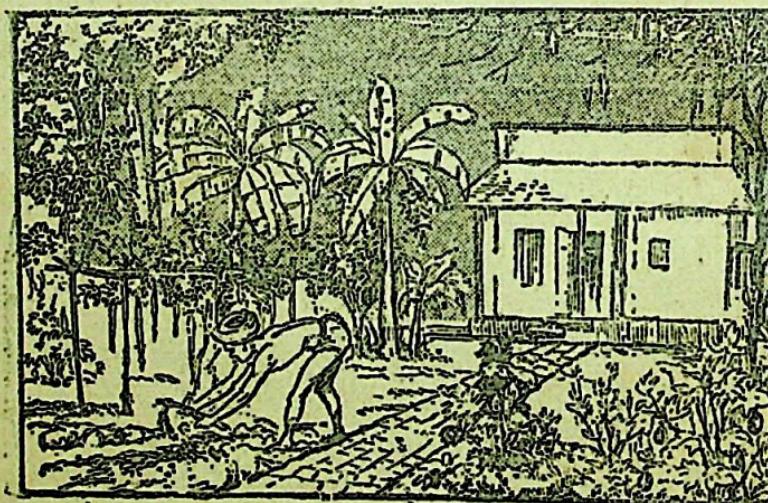
Find out which of the following words are in the masculine and which in the feminine gender :—

uncle, aunt, girl, brother, boy, grandfather, mother, king, grandmother, father, men, she, sister, he, cow, son, daughter.

LESSON 38

YOUR GARDEN

<u>plan</u>	plant (v)	part	draw
<u>seed</u>	<u>carry</u>	need	<u>string</u>
<u>dig</u>	<u>vegetable</u>	<u>grow</u>	<u>manure</u>
	dung		



Have you a garden around your house? In our gardens we can grow plants which will give us food and also flowers. Some flowers have fine smell. Other flowers have fine colours and are beautiful to look at.

If you want to make a garden, you must first of all draw on paper a plan of your garden. Then you should draw lines on the ground and dig holes. Some holes must be deep, because some plants need deep holes. Some plants do not need deep holes and for them the holes should not be deep. But you must fill all the holes with manure. Dry leaves and the dung of cows, horses, and sheep are good manure. They help the plants to grow well.

You may put the seeds in pots or in the holes in the earth but you must give water to the plants every day. If you want the plants to grow well, you must water them every day. You can go to the well and fill the pot with water to water the garden. If the pot is not big, you can carry it full of water. You may grow flowers in one part of the garden and vegetables in another part. You may grow the flowers in front of your house and the vegetables behind your house. After some time the plants will grow up and your garden will be full of vegetables and flowers. There will be many beautiful flowers in your garden.

2. What is the first thing you must do to make a garden ?

What should you do next ?

What things are good manure ?

Why do plants need manure and water ?

What must we do to the plants every day ?

Draw the plan of a garden you would like to have.

3. (a) Look at these words :—

grow, give, draw, dig, fill.

All these words tell what we do.

These *doing* words are *verbs*.

Here are some more verbs :

help, put, go, carry.

(b) Put a line under the verbs :—

love, fly, make, cut, paper, good, take, finger,
cry, clever, made, flew.

(c) Write down ten verbs.

4. The boy will play if there is no school today.
You can cut the bread if you have a knife.
Eat the bread if you are hungry.

We can write and draw pictures if we have paper and a pencil.

They can cut the paper if there is a knife.
The girl will be happy if she has a new dress.

E. join these (using if):—

- The boy will be sad. His grandfather dies.
- The boy gives milk to it. The cat will be happy.
- A man will not be happy. He is hungry.
- The carpenter can make benches. He has wood.
- He has cloth. The tailor can make clothes.
- The teacher will read a story for us. He has a story book.

LESSON 39

INDIA'S LONG HISTORY

<u>history</u>	(jewellery)	(peoples)	<u>world</u>
<u>wide</u>	<u>even</u>	<u>find</u>	<u>fine</u>
<u>silver</u>	famous for	(has been)	

i. This land of India has a very long history. The history of India is a story of thousands and thousands of years. Not many peoples in the world can look back so far. The Vedas tell us many things about life in India more than three thousand years ago. We also learn from the Rama-yana about life in this country sometime after that. But there were fine cities and famous peoples in India long before the time of the Vedas. Two of these cities were Mohenjo-daro and Harappa. Mohenjo-daro was in the country which is now

called Sind. There is no history of its people because they lived so long ago. But we find under the ground many things which tell us something about that city and its life. There were wide streets, and they were kept very clean. The houses were large and well made and strong. That is why we can see something of them even after so many years. The people made many beautiful things, and we find some of them even now. Some of these are made of gold or silver. Indians have always been famous for making beautiful jewellery.

1. How old is the story of India ?
2. What do we learn about from the Vedas ?
3. What does the Ramayana tell us about ?
4. How do we know about Mohenjo-daro ?
5. What has India been famous for ?

Divide the following sentences into subject and predicate :—

1. The Vedas tell us many things.
2. The girl guides helped her.
3. Some people drink coffee.
4. Every boy loves to fly kites.
5. We find many things under the ground.

LESSON 40

HOLIDAYS

<u>ragged</u>	<u>beauty</u>	<u>whole</u>	<u>remember</u>
<u>pray</u>	<u>lamp</u>	<u>goddess</u>	<u>plenty</u>
<u>wealth</u>	<u>cracker</u>	<u>get on</u>	

1. In India there are many holidays, when we stop working. Some time ago, there were more holidays. But now we all have to work very hard, because India is poor and we want to make it rich. We want all the people to have plenty of food, good clothes and good houses. Many people in the villages have food only once a day, and wear ragged clothes and live in very bad houses. This is not right. We should all work hard because this will help to make life better for all Indians. Therefore we cannot have so many holidays. But even now there are some days which must be holidays, because they are festival days.

Deepavali is one of the greatest festivals. People in the north of India call it Diwali. This is a festival of lights, and on that day Hindus remember the goddess Lakshmi. She is the goddess of wealth and also of beauty. Deepavali is perhaps the most beautiful of all Indian festivals because in the evening the whole town or village is bright with hundreds of little lamps. People are very happy and friendly on the day.

In the South, in Tamil Nad and other places,

people wear new clothes. Children spend the day
ringing crackers and eating sweets.

Why do we not have so many holidays now ?

What must all the people have ?

On what days must we still have holidays ?

Whom do we remember on Deepavali ?

How do people make villages bright on Deepa-
vali ?

What do the people of South India do on Deepavali ?

2. Underline all the nouns and put a circle round all the verbs.

land, India, of, story, many, world, look, tell, also,
country, city, because, wide, house, gold, silver,
jewellery, work, every, make, food, clothes, not, stop,
call, remember, pray, beautiful, town, village, lamps.

3. Use in sentences :—

spend the day, ragged clothes, pray to, so many.

4. Divide the following sentences into subject and predicate :—

(1) They had a knife and paper.

(2) He cried very much.

(3) People in South India eat rice every day.

(4) People wear new clothes on Deepavali day.

LESSON 41

FOOD IN SOUTH AND NORTH INDIA

<u>south</u>	<u>coffee</u>	<u>perhaps</u> (adj.)
<u>wheat</u>	<u>dear</u>	<u>grain</u> (do without)

1. People in South India eat rice every day. Many cannot do without rice. No other food is liked by them. In Bengal and Bihar also rice is the food of the people. But people in many places in North India do not eat rice. They eat food made of wheat or other grains. In the south people drink coffee, but in the north they like tea. Some people like neither drink. If we go from South India to live in some place in North India, we do not know what to do. There is not much rice, and it is very dear, and coffee is dear also. We do not like the food of the north, and often it is not good for our health. It is new to us and at first it is bad for many of us. If we are rich we can get even there the rice which we want. But if we are poor we must do without it. We must then learn to eat the food of North India. It is good food, and after some time it is quite all right for us and we like it. But we are sad if we cannot get coffee.

Perhaps the best coffee in the world grows in Mysore State. Long ago, coffee from Mysore was taken to Kenya in East Africa and planted there. Now Kenya also is famous for coffee.

Where do people eat rice ?

What do people in many places in the north eat ?

Why is it difficult for people of South India if they go to North India ?

Which places are famous for coffee ?

2. Pick out six verbs and six nouns from this lesson.

LESSON 42

GIRL GUIDES

break (broke) slip fell (girl guide)
 doctor become yourself first aid



i. Viji was a young girl studying in a girls' school. One evening she came running home. Her mother, Meena, was cooking food when she came.

Meena.—Why are you late today, Viji ? What have you been doing ?

Viji.—Mother, my friend, Prema, who came here yesterday, broke her leg this evening, and we have been helping her.

M.—How long have you been helping her ?

V.—We have been helping her since half past four.

M.—How did she break her leg ?

V.—We were all playing in the playground and Prema was playing with us, when her foot slipped, and she fell down and broke her leg.

M.—What did you do then?

V.—As soon as she fell down we all stopped playing, and ran to her.

M.—What did you do to help her?

V.—I put my arm around her, and helped her to sit up.

M.—But what about her leg?

V.—The teacher sent Kamala for the doctor. Until he came, the girl guides did what they could.

M.—Why the girl guides?

V.—Because they have learnt the first aid. They know how to put clean cloth round the broken leg. They are really the most helpful girls in the school.

M.—You aren't a girl guide, yourself are you?

V.—No, not, yet.

M.—Don't you want to become a guide now?

V.—Yes, please, I should like to.

a. Answer the following questions:—

(1) What was the girl's name? (2) What was her friend's name? (3) How are girl guides useful? (4) Will you become a guide or a scout?

3. Learn:—

Present

break

slip

fall

help

Past

broke

slipped

fell

helped

LESSON 43

LANGUAGE PRACTICE—VII

1. Prema has won the first prize.
Has Prema won the first prize ?
- The old man has a big box.
Has the old man a big box ?
- I do not play in the evenings.
Do I play in the evenings ?
- I do this work every day.
Do I do this work every day ?

(Teacher will explain the difference between *have* and *do* used as helping verbs, and as principal verbs. Explain also the use of *do*, *does*, *did* as helping verbs, in questions when the principal verb is a form of *do*.

2. *Make these into questions :—*

1. They had good paper.
2. We do not go to school on Sundays.
3. Some flowers have a fine smell.
4. I did this lesson yesterday.
5. Rich men have plenty of money.
6. He does that work every day.
7. A poor man has no money.
8. She did not sing yesterday.

3. *Make these into questions :—*

1. We should learn it.
2. My friend did this.
3. We can read English now.
4. Sita is a helpful girl.
5. The girls stopped playing when Prema broke her leg.
6. Sita has a brother.
7. We had many holidays.
8. Gopal has taken my pencil.

LESSON 44

WHY DO WE LEARN ENGLISH ?

<u>language</u>	<u>difficult</u>	<u>important</u>	<u>poem</u>
foreign	speak	own	purpose
<u>easy</u>	<u>person</u>	office	

1. English is not an Indian language but a foreign language. It is not easy to learn English, but very difficult. Why then should we learn it ?

First, we learn English because we want to read many English books when we get older. There are many good books in Tamil and Telugu and Hindi and Urdu and other Indian languages. We must know Indian languages well. We must be able to speak them well and to read them easily. But there are very many books in English about many important things. Some of these books have been put into Indian languages, and this will be done with many others. But there will always be a very large number of English books that we cannot find in our own languages. We need them because they are wise and useful to us and some of them are very beautiful. And poems in one language are never so good if they are put into another language. If we can read English books well, this will help us to understand many things about the world and about its people. Your teacher will be able to tell you some of the things that we can learn from English books.

Next, many people in many countries of the world know English. They learn it because they can talk and write in English to people of other countries who also know it. Why is this very important? Think about it, and also ask your teacher to tell you about it.

English helps many of us even in our work in offices or shops. In an office, or even in a shop, the man who knows English well is often very useful. Because of this, he becomes an important person. In this way, English often helps us to get on well in life.

- a. (1) What kind of language is English to us?
- (2) What should we be able to do with Indian languages?
- (3) How does English help us in our offices or shops?
- (4) A man is poor. He works hard but he does not get much money. Is he 'getting on well in life'?

- b. (a) *Rama is my friend. Rama went to the shop.*
Instead of saying *Rama* again, we can say *He went to the shop.* We can use *he* instead of *Rama.*
- (b) *That is Krishna. This is Krishna's book.*
Instead of saying *Krishna's* again, we can say *This is his book.* We can use *his* instead of *Krishna's.*

(c) *That girl is Kamala's friend. Kamala saw that girl yesterday.* Instead of saying *girl* again, we can say *Kamala saw her yesterday.* We can use *her* instead of *girl.*

Rama, Krishna's and *girl* are nouns. *He, his* and *her* are used instead of nouns, and so we say *he, his* and *her* are pronouns.

Learn these pronouns well:—

I	my	me
You	your	you
We	our	us
they	their	them
He	his	him
she	her	her
It	its	it

4. Now put one line under the nouns, two lines under the pronouns and a circle round the verbs.

It, learn, we, it, know, we, speak, read, them, put, find, they, of, book, understand, world, its, people, countries, your, teacher, you, think, ask, us, shop, office, he, person.

LESSON 45

THE BRAVE DRIVER



save
brave
medal

suddenly
catch fire
send for

as (=when)
hurt
knee

A poor woman lived with her child in a hut in a big city. One day her hut caught fire, when she was not at home. At once they sent for a fire engine and it came to the place very quickly. The driver of the fire engine was a young man. His men were trying to put out the fire with water and he was sitting in his seat on the fire engine. Suddenly, he heard a child's cry. He said, 'That is the cry of a child. There is a child in the burning hut. I must go and save the child.'

So he got down from the fire engine and went into the burning hut on his knees. He brought the child out. He saved the child and so it did not die. The child's mother came back home and thanked the brave man for saving her child.

But the brave man was hurt in his hands and on his knees. So he could not drive the fire engine for some days. When the king heard the story, he thought, 'That is a very brave man,' and gave him a medal.

Where did the poor woman live ?

What came when her hut caught fire ?

Whose cry did the driver of the fire engine hear ?

What did he do for the child ?

Why could the driver not drive the fire engine for some days ?

What did the king do ?

4. Fill up the blanks with the following words :—

die, fire, knee, know, lived, poor, saved, brave.

A boy had a cat and he liked it very much. The cat fell into the well and the — cat was going to — but the — boy jumped into the well and — the cat. But the cat was now very cold.

The boy wanted to give it some hot milk. He made a — and his sister helped him to make the milk hot.

He put the cat on his — and gave it some milk.
 The cat was glad. It did not — but it — for a long time after that.

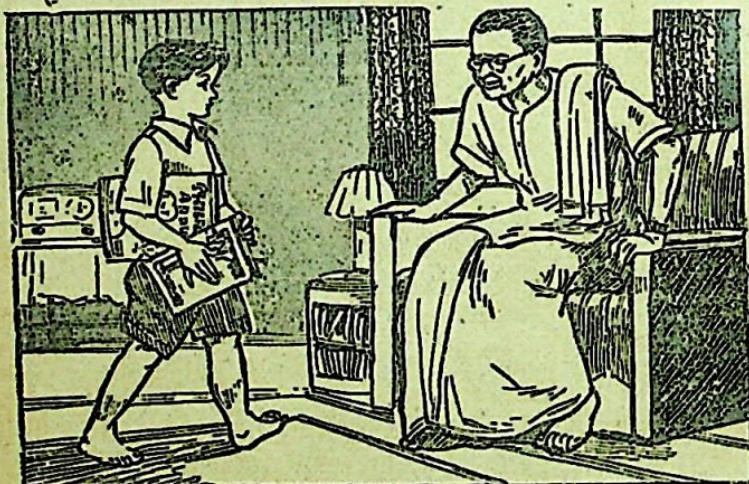
5. He is a shopman. He is not a shopman.
 She was a teacher. She was not a teacher.

Put 'not' in the following sentences :—

1. I am a farmer.
2. They are pupils.
3. We were playing.
4. Das can weave cloth.
5. Some holes must be deep.
6. You may put the seeds in pots.
7. You should water the plants every day.
8. My uncle will go to Bombay tomorrow.
9. You can carry the pot full of water.

LESSON 46

A PRIZE-GIVING



hullo

examination

term

recite

suppose

report

part

tired

page

had better

first in class

1. *Father.*—Hullo, Kittu, you're late. I'm sorry I could not get home in time for the prize-giving. Those are your prizes, I suppose.

Kittu.—Yes, father, they are. These books were for being first in the class, and I had worked hard to win this prize.

F.—You didn't know you were going to get that, did you?

K.—No, I didn't father. Look, what a fine book it is! It has pictures on almost every page.

F.—Yes, it is a good book, and I should like to read it myself. But tell me all about the prize-giving.

K.—First of all two little boys sang a song. They sang very well. Then Gopal recited a poem in English, Narayan recited one in Sanskrit and Mani recited a poem in Tamil. After this the Headmaster read his report.

F.—Who recited more clearly, Gopal or Mani ?

K.—Mani recited more clearly.

F.—Who recited most clearly ?

K.—Narayan recited most clearly.

F.—What did the Headmaster say in his report ?

K.—It was rather a long report, and I don't remember all that he said ; but I know that he spoke about examinations and games.

K.—Father, would you let me play games more next term ?

F.—Yes, certainly. You cannot get strong unless you play every day. So you should play every day.

F.—How did the play go ? You were in that, weren't you ?

K.—It went quite well, because our teacher made us all speak clearly. He did not let any one speak too fast. I had only a small part.

F.—Who acted in the play ?

K.—Sen, Kasim and I acted in the play.

F.—Who acted best ?

K.—Kasim acted best.

F.—What is he like ?

K.—He is tall and fair.

F.—Well, I am sure you're tired. You had better have your supper now.

2. You're, I'm, didn't.—In words like these a letter is left out. The apostrophe (') shows that a letter is left out.

Write these fully :— don't, weren't, haven't.

Learn these forms :—

(1) You didn't know you were going to get that, did you ?

(2) You were in that, weren't you ?

Use the proper form of the verb given in the brackets :—

- (1) The headmaster then—his report. (read)
- (2) Horses—long tails. (has)
- (3) These—my prizes, father. (be)
- (4) I—not—my pen here. (find)
- (5) Where—the brook—? (flow)
- (6) That girl—well at the prize-giving. (sing)

3. Sen, Kasim and I acted in the play.

At school we read, write and play.

Gopu, have you read the lesson ?

Yes, the people were very clever.

No, it isn't.

(In these sentences note the use of the comma.

The teacher will explain when the comma should be used.)

Use the comma where necessary :—

(1) Wheat grows in India Canada Australia and America.

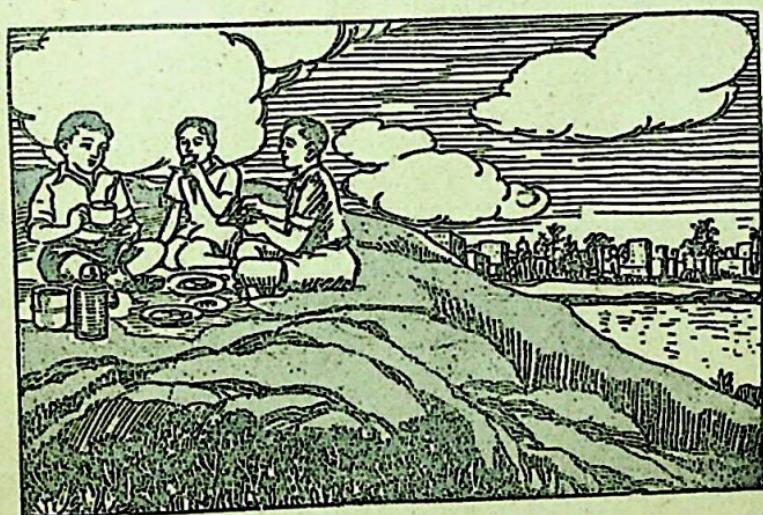
Ram have you seen Gopu?

Gopu Ram and Krishna are my brothers.

Yes the rain will come now.

LESSON 47

LATIF AND THE PICNIC



picnic easily top look (=appear)
 afterwards

1. Gupta and his friends wanted to go for a picnic to a hill near their town. They said, 'Let us go today.' The hill was a low one and so they could go up the hill easily. They had nice things to eat. But Latif was late.

Poor Latif got nothing to eat because he went late, and all his friends laughed at him. Latif said, 'I got my leg hurt at football yesterday and I cannot walk easily. That is why I am late.' After that they did not laugh at poor Latif.

From the top of the hill they looked at the city. It was far below them. The houses and the

people all looked like toys. In the evening they returned to their houses before it was late. They liked the picnic very much. They thought of it and talked of it for many months afterwards.

a. What did Gupta and his friends want to do ?

It was easy for them to go up the hill — it was a low one.

What did Latif's friends do when he came late ?

Latif could not walk easily because — .

How did the houses and the people look from the hill ?

b. *Fill up the blanks with the following words :—*

laughed, hill, looks, walk, poor, people, leg.

There is a — near our village. It is not very high. There is a house on the top of the — . The house — small from here. But really it is very big. We went to the house on the top of the — . My uncle came in a cart. He could not — because he had hurt his right — . On the way we saw a short man with a very large head. All the — — at the — man.

4. All men love gardens. All men do not love gardens.

The train comes late. The train does not come late.

They laughed at Latif. They did not laugh at Latif.

Add 'not' to the following :—

1. They took their seats.

2. It fell down.

3. I help her to put it into the train.

5. 'They said, 'Let us go to-day.'

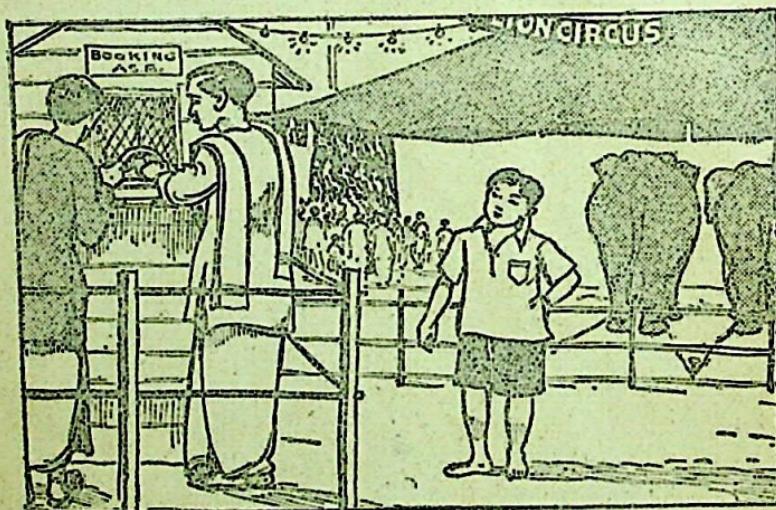
Here the very words of the boys are used. They are then put in quotation marks (' '). A comma is used to separate them from the rest of the sentence. Inside the quotation we begin with a capital letter.

Use capitals and punctuation marks where necessary and rewrite the sentences:—

- (1) they said we like the picnic very much.
- (2) somu's uncle said i will take you to the circus.
- (3) david said to his father may i come with you to the shop.
- (4) the man said i havent done anything bad to you.
- (5) she went about here and there but could find nothing to eat.

LESSON 48

A VISIT TO THE CIRCUS



till (conj.)
circus
lucky
ready

half
half past
talk
room for

quarter
quarter past

For Language Drill :—

1. David is a good boy. He obeys his parents and his teachers. Every one likes him.

I do not go to my uncle's house every day, but I often go there.

We are in the school till the bell rings. Then we go home.

For Study :—

2. Somu was a good boy and he did his lessons well. Therefore his uncle took him one day to a circus. The circus started only at a quarter past seven. But Somu was ready from the morning. He was talking about the circus all day till he started with his uncle for the circus tent at half

past six. When Somu and his uncle went to the circus tent the men were playing music there. Somu's uncle went to the place where they were selling tickets. He bought two tickets and they entered the tent. The tickets had numbers on them. The man who had the lucky number on his ticket would get a prize. It was only seven o'clock then. So they had to wait for a quarter of an hour.

The tent was a big one. There were many people in the tent waiting for the circus to start. Some people had been waiting for more than half an hour. There was room for a large number of people in the tent. In one place the people sat on chairs and in another place the people sat on benches. The music often stopped for a few minutes. They stopped the music four times before the circus began. At last the circus started, and Somu was the happiest boy in the tent.

Why did Somu's uncle take him to the circus ?

When did the circus start ?

Who would get a prize ?

What did the music often do ?

3. Fill up the blanks with the following words :—
music, number, obeys, often, minutes, till, sells, place.

1. Sixty — make an hour.
2. The — three is bigger than the — two.
3. All people like — but only some can sing well.
4. I — go to the shops to buy things for our house.
5. The shopman has everything in its — and he — good things.
6. The man — his king and so the king likes the man.
7. The farmer was working in the fields from morning — evening.

4. Tom is tall. David is not so tall.

Tom is taller *than* David.

One pencil is good. Another pencil is very good.

The second pencil is better *than* the first pencil.

There are some pots in our house. There are many pots in the shop.

There are more pots in the shop *than* in our house.

Note the forms :

long—longer

bad—worse

many—more

good—better

Fill the blanks with the correct form of the word in brackets :

This lesson is — than the first lesson. (long)

I know — English words than my little brother.

(many)
This pen is — than it was yesterday. (bad)

This pen was — yesterday than it is today. (good)

5. He was talking about the circus. He started with his uncle.

We can join these two sentences by using till like this.

He was talking about the circus *till* he started with his uncle.

Join these, using till :

(1) We read in the class. The bell rings.

(2) The river comes to the sea. It flows.

(3) It becomes very hot. The farmer works in the field.

(4) The clock does not strike. The hour hand comes again to twelve.

(5) He comes. We will wait.

(6) The dog cried and cried. A farmer heard the cry and came to the well.

LESSON 49

AT THE CIRCUS

lion	middle	(about to)	<u>iron</u>
tiger	funny	so that	
fence	tight	<u>master</u>	
tie	dangerous	<u>post</u>	

1. In the circus, the rich people sat in chairs, and the poor people sat only on benches. In the middle of the tent there was a round iron fence and the dangerous animals like the lion



and the tiger were inside it. The fence was high and so the people outside were safe. There was a shop outside the tent and there they sold things to eat and drink. The man from the shop often came into the tent, selling things to eat and drink.

In the circus there was a man who looked ugly and funny and when he did anything the people

laughed at him. Then there was a woman who walked on the rope. The rope was tied between two posts. She had an umbrella in her hand, so that she might not fall down. The umbrella was open and she was always moving it from side to side. This kept her from falling. But Somu liked the animals best.

2. What was there in the middle of the tent ?

Which animals were inside it ?

What was there outside the tent ?

Who made the people laugh ?

What did the woman do ?

What did she do so that she might not fall down ?

What did Somu like best in the circus ?

Write about *your visit to a cinema* in ten lines.

3. Fill up the blanks with the following words :—

rich, safe, shop, hold, ten, ugly, iron, master,
fell, been, near.

(a) The gates in front of this house have — made of — . The man who lives in this house has a big — in the city.

He is a — man. He will be — only if he shuts the gates at night. — men work in his shop and they obey their — .

So the — likes them.

(b) When a boy was sitting in a tree he did not — the branch well. So he was not — and he — down. There was a man — the tree. He looked — , but he helped the boy.

2. Note the following words :—

<i>Positive</i>	<i>Comparative</i>
big	bigger
sad	sadder
glad	gladder
costly	costlier
early	earlier
hungry	hungrier
ugly	uglier
beautiful	more beautiful
cheerful	more cheerful
foolish	more foolish

5. Make six sentences using comparatives.

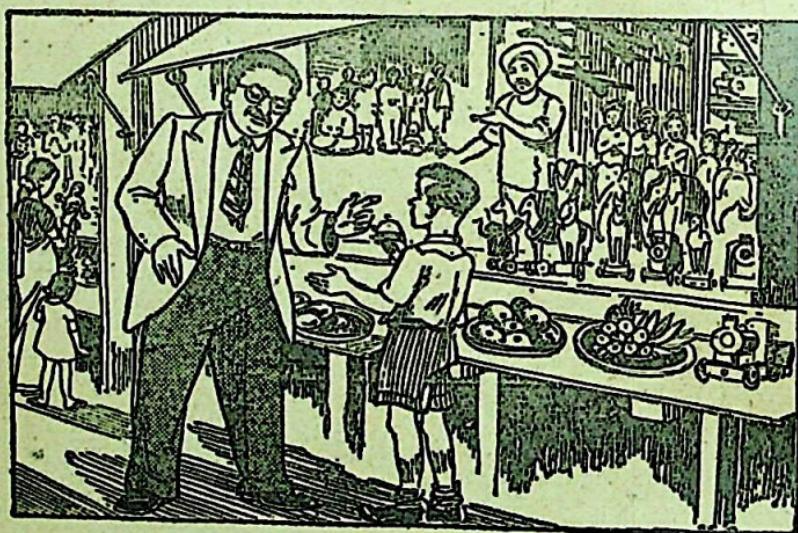
6. She had an umbrella. She may not fall down.
 We can join these two sentences by using *so that*.
 She had an umbrella *so that* she might not fall down.

Join these, using so that :—

- (1) We go to school. We may read well.
- (2) You must water the plants every day. They will grow well.
- (3) We must grow vegetables. We shall have enough food to eat.
- (4) All of us should work hard. People may have enough food to eat and clothes to wear.
- (5) People in the South should learn to eat food made of wheat. They will have no difficulty if they go to North India.
- (6) We must put on clean clothes. We may not fall ill.

LESSON 50

DAVID'S VISIT TO THE SHOP



top (toy) spin bathroom comb (n & v)

i. David wanted a top to play with. He liked tops very much, and he was very good at spinning them. But he was always dirty. One day his father said to him, 'Will you please tell me the time, David?' David did not want to go and see the clock to find the time because he was spinning his top. So his father said, 'If you tell me the time I will get you a new top in the evening.' David wanted a new top very much, and he ran to find the time and told it to his father.

In the evening David said to his father, 'Father, may I go with you to the shop when you go there to buy a top for me?' His father said, 'As you look dirty I cannot take you out with me. You may come with me when you are clean. Go to the bathroom and wash your face and hands with

soap and water. Then put on clean clothes. Get a comb from your mother and comb your hair well.' David did as he was told. He was clean now. So his father took him to the shop and bought for him a nice top which could spin well, and also a comb. David loved the top very much and from that day he always used his comb and was clean and neat to look at.

2. i. What did David's father want to know?
 2. David ran to see the time because ____.
 3. David's father would not take David to the shop because ____.
 4. David's father asked him to ____ his face and hands with ____ and to ____ his hair with a ____.
 5. David's new top could ____ ____.
 6. He used his new ____ to ____ his hair.
3. Fill up the blanks with the following words :—
 tell, time, wash, wear, soap, oil, comb.
 (1) Many people have an ____ bath once a week. They ____ their dirty clothes with ____ before their bath. They ____ clean clothes after their bath. They ____ their hair with a ____.
 (2) Many people can ____ the ____ by looking at the sun in the sky.
4. Join the sentences, using 'as':—
 Rama cannot write. He has no pen.
 As Rama has no pen he cannot write.
 1. Sita has no ball. She cannot play.
 2. Ramani has no book. He cannot read.
 3. The old man does not eat. He has no food.
 4. The boy has no eyes. He cannot see.
 5. Gita is rich. She has a dress made of silk.
 6. The boy is small. He cannot reach the top of the table.

POEMS

1. THE SWING

countryside brown swing
ever wide pleasant

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

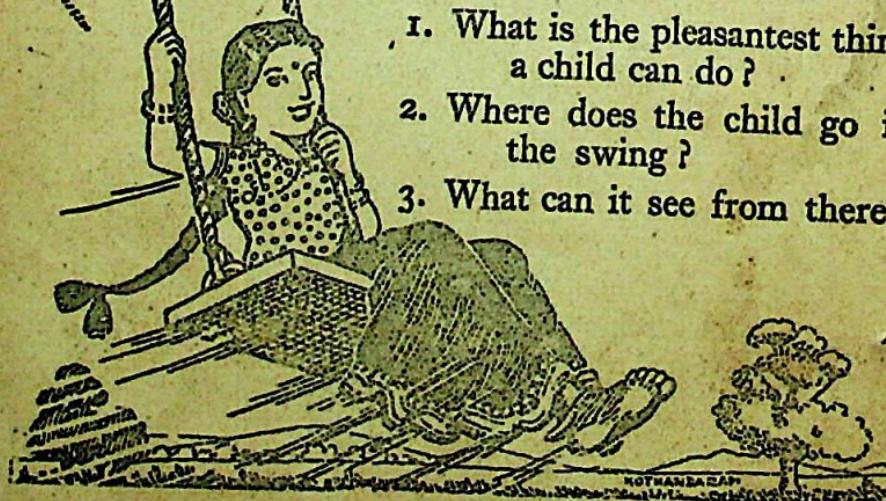
Till I look down on the garden green,
Down on the roof, so brown—
Up in the air I go flying again,
Up in the air and down!

R. L. Stevenson.

1. What is the pleasantest thing
a child can do?

2. Where does the child go in
the swing?

3. What can it see from there?



2. THE BALLOON MAN

balloon	square	purple	anything
bunch	seem	sunny	pretty
lovely	lunch	tug	

He always comes on market days,
 And holds balloons—a lovely bunch—
 And in the market square he stays,
 And never seems to think of lunch.

They're red and purple, blue
 and green,
 And when it is a sunny day
 Tho' carts and people get
 between
 You see them shining far
 away.

And some are big and some
 are small,
 All tied together with a
 string;
 And if there is a wind at all
 They tug and tug like anything.

Some day perhaps he'll let them go
 And we shall see them sailing high,
 And stand and watch them from below—
 They *would* look pretty in the sky !



Rose Fyleman.

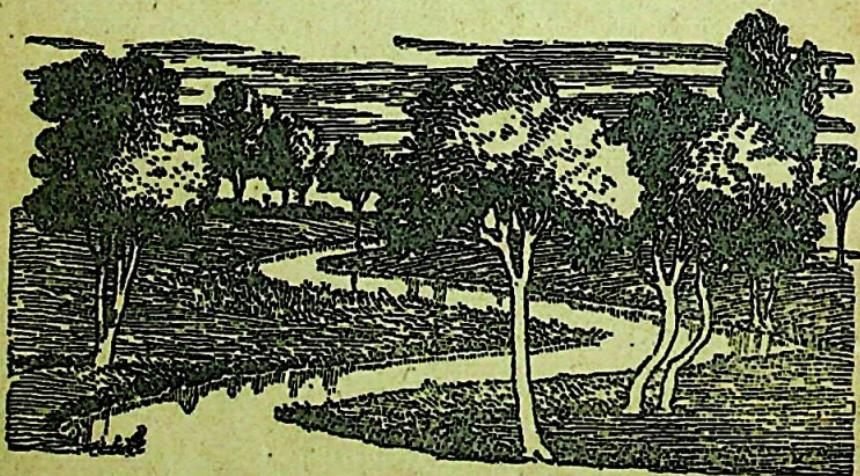
1. When does the balloon man come ?
2. Where does he stand ?
3. What does he hold in his hand ?
4. How long does he stay there ?
5. What colour are the balloons ?
6. What do they do when there is wind ?
7. What may the balloon man do one day ?
8. How would they look then ?

3. THE MERRY STREAM

**merry
stream
streamlet**

**wonder
tired
fast**

**rest
ever
hurries**



Between the trees and in and out
The little streamlet goes.
I wonder it is never tired,
So fast it always flows.
It never stops to rest or play
But ever hurries on its way.

What goes between the trees ?
How does it flow ?

4. THE RAIN AND THE SUN

pleasant* thirsty cheer find

Down falls the pleasant rain

To water thirsty flowers ;

Then shines the sun again

To cheer this earth of ours.

If it should always rain

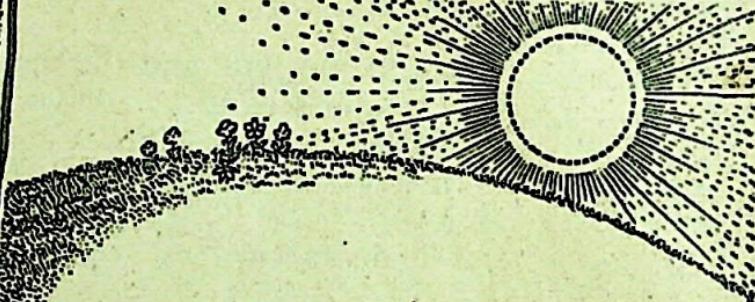
The flowers would all be drowned ;

If the sun should always shine

No flowers would be found.

1. What does the rain do for the flowers ?
2. What does the sun do after the rain ?
3. When would the flowers be drowned ?
4. When would no flowers be found ?

* Pronounced *plexant*



5. MERRY SUNSHINE

merry wake stay never
 sunshine scared get over watch

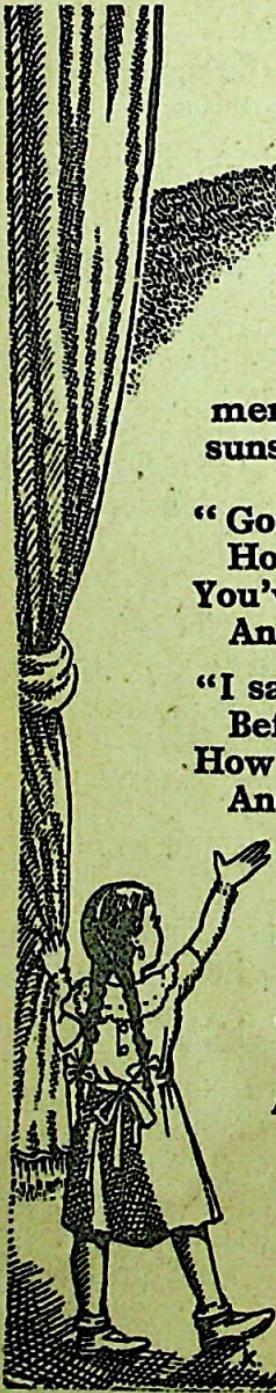
“Good morning, Merry Sunshine,
 How did you wake so soon ?
 You've scared the little stars away
 And shone away the moon.

“I saw you go to sleep last night
 Before I stopped my playing ;
 How did you get away over there ?
 And where have you been staying ?”

“I never go to sleep, dear child,
 I just go round to see
 My little children of the East
 Who rise and watch for me.

“I waken all the birds and bees
 And flowers on my way,
 And now come back to see the child
 Who stayed out late to play.”

Anon.



1. Who woke up first ?
2. What did it do to the stars and the moon ?
3. Where does the sun set ?
4. Where does it rise ?
5. What does merry sunshine do when the child is asleep ?
6. What does it do on its way ?

6. NIGHT

sink	the day	gay
distant	begin	hope
grow (- become)	peep	nightly
dark	unclose	window-pane
still (- quiet)	fast asleep	
until	warm	

The sun that shines all day so bright,
I wonder where he goes at night.

He sinks behind a distant hill

And all the world grows dark and still;

And then I go to bed and sleep

Until the day begins to peep.

And when my eyes unclose, I see

The sun is shining down on me.

While we are fast asleep in bed

The sun must go, I've heard it said,

To other countries far away,

To make them warm and bright and gay.

I do not know—but hope the sun,

When all his nightly work is done,

Will not forget to come again

And wake me through the window-pane.

1. What does the sun do in the daytime ?
2. What does the sun do before we go to sleep ?
3. What does the sun do when we are sleeping ?
4. Why does the sun go to other countries ?

7. BOATS SAIL ON THE RIVERS

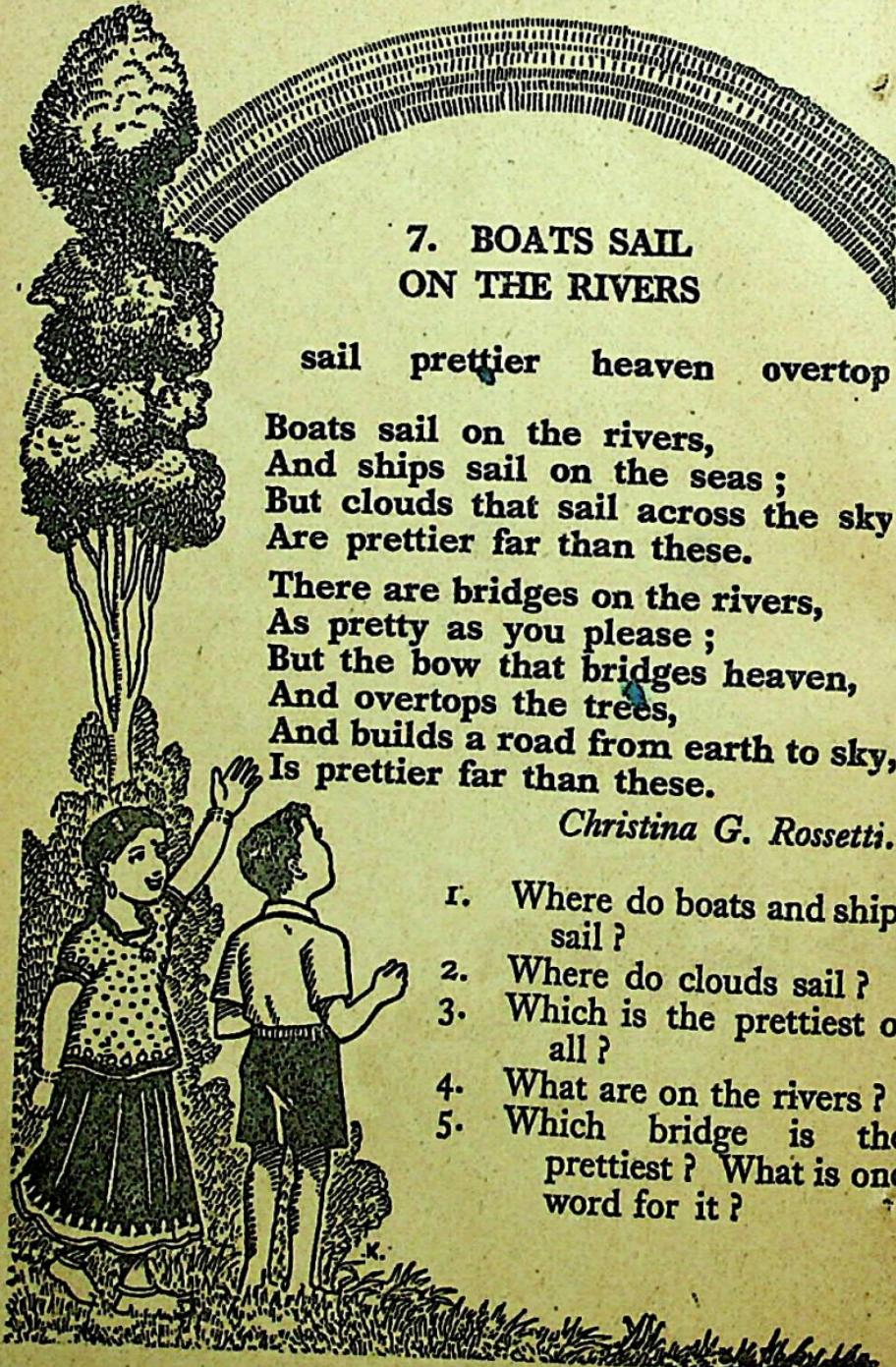
sail prettier heaven overtop

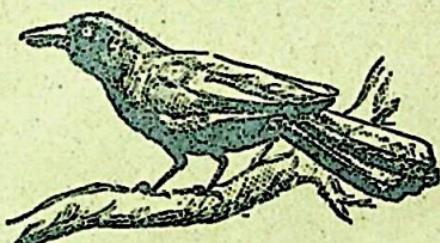
Boats sail on the rivers,
And ships sail on the seas ;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please ;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

Christina G. Rossetti.

1. Where do boats and ships sail ?
2. Where do clouds sail ?
3. Which is the prettiest of all ?
4. What are on the rivers ?
5. Which bridge is the prettiest ? What is one word for it ?





8. THE CROW

provoking tune straight spread
 respect complain wide steals

Of all the flying birds I know
 The most provoking is the crow.
 No man does he respect at all,
 No being either great or small.
 Whene'er I go to rest at noon
 He comes and caws all out of tune !
 And when I rise up to complain
 He only comes and caws again;
 Then flies off in his coat of black
 And in two minutes comes straight back;
 Stares hard at me, mouth open wide,
 And caws, his head upon one side.
 Whene'er our meal is ready spread,
 He always comes and steals the bread.

A. Mary R. Dobson.

1. What does the crow never do ?
2. What does he do at noon ?
3. What do you do at noon ?
4. What does the crow do when you complain ?
5. How soon does he come back ?
6. What does he do when the meal is spread ?

9. THE FERRYMAN



ferry boatman penny purse step

‘Ferry me across the water,
Do, boatman, do.’

‘If you’ve a penny in your purse,
I’ll ferry you.’

‘I have a penny in my purse,
And my eyes are blue :
So ferry me across the water,
Do, boatman, do.’

‘Step into my ferry-boat,
Be they black or blue.
And for the penny in your purse
I’ll ferry you.’

Christina G. Rossetti.

1. What does the girl want the boatman to do ?
2. What does the boatman want ?
3. Why does she say, ‘ My eyes are blue ? ’
4. Why does the boatman agree to take her across the stream ?

10. A FAIRY WENT A-MARKETING

fairy	bowl	slipped
marketing	wonderment	shrillest
crystal	gleam	painted listened

A fairy went a-marketing—
 She bought a little fish ;
 She put it in a crystal bowl
 Upon a golden dish.
 An hour she sat in wonderment
 And watched its silver gleam,
 And then she gently took it up
 And slipped it in a stream.

A fairy went a-marketing—
 She bought a coloured bird ;
 It sang the sweetest, shrillest song
 That ever she had heard.
 She sat beside its painted cage
 And listened half the day,
 And then she opened wide the door
 And let it fly away.

Rose Fyleman.

1. What did the fairy buy ?
2. Where did she put it ?
3. How long did she watch it ?
4. What did she do to it then ?
5. What did she buy next ?
6. What did it do ?
7. What did she do ?
8. How long did she do so ?
9. What did she do then ?
10. Was she a good fairy or a bad fairy ?

PREPOSITIONS USED IN THIS BOOK

Above.—The sky is *above* us.

Into.—We come *into* the classroom.

Out of.—We come *out of* the classroom.

Behind.—The playground is *behind* the school.

In front of.—The road is *in front of* the school.

Beyond.—The fields are *beyond* the school.

Among.—There are some very clever boys *among* the boys in this class.

Without.—He went to school *without* me.

Round.—We run *round* the playground.

PRONUNCIATION

Can, cat, mat, land, hand, have, stamp, happy, palace, grandmother.

Jar, star, are, arm, class, bath, plant, father, last, after, garden, aunt, laugh.

All, ball, call, tall, wall, walk, chalk, always, draw, water, often (awfn), thought, brought, daughter.

May, day, play, cake, face, make, made, came, gate, late, race, safe, baby, table, paper, gave, plane, rain, train, tailor, great, eight, obey, today.

Care, chair, their, there, wear.

Get, men, help, bench, left, very, next, present, seven, twenty, clever, friend, said, head, bread, any, many, umbrella.

Me, be, see, sea, eat, clean, leaf, read, weak, weave, please, deep, knee, these, evening, field, piece, teacher, between, fifteen.

Ear, hear, here, near, dear.

Were, her, learn, early, girl, bird, shirt, first, dirty, work, word, burn, Thursday.

Is, it, if, in, him, hit, big, give, with, ring, sing, ink (ingk,) drink (dringk), finger (fing-ger), fish, milk, live,

ship, win, six, fifty, minute, village, quickly, women (wimin).

I, five, drive, high, like, nice, rice, shine, white, write, strike, wise, kind, while, nine, ninth, high, Friday, right, night, by, cry, fly, sky, eye, either, behind.

Fire, higher.

Top, pot, stop, doll, not, of, or, for, from, got, long, ox, wrong, was, wash, o'clock.

Short, horse, morning.

Go, no, home, open, gold, hole, flow, low, row, show, soap, over, only, board.

More, wore, story, four, floor, before.

But, run, bus, sun, shut, summer, struck, number, ugly, under, uncle, hung, hungry, hundred, much, must, jump, buffalo, sun, Sunday, son, colour, some, one, other, mother, money, month, Monday, love, loving, come, front, does, young.

Use, pupil, music, new, knew.

Put, pull, full, bull, foot, book, look, good, took, wood, stood, woman, would, could, should.

Do, doing, who, whom, school, food, moon, room, move, shoe, two, flew, drew, fruit, June, July, rupee, you, through.

Cow, how, down, house, round, cloud, mouth, shout, thousand, noun.

flower, our, hour.

Boy, toy, oil, join.

Consonants :—

In the following words (including those in the poems) is pronounced z.—Always, animals, answers, arms, bags balls, because, beggars, begins, bells, Bell's, benches, boys, boy's, brings, brothers, brother's; buffaloes, calls, carpenters, chairs, clothes, clouds, comes, countries cries, daughters, days, dies, disobeys, does, dogs, dog's, dolls, draws, drives, ears, edges, enters, eyes, faces,

farmers, father's, fields, fills, fingers, flies, flowers, flows, friends, friend's, games, girls, girl's, gives, goblin's, goss, Gopal's, Govind's, grandfathers, grows, hands, hangs, has, heads, hears, hens, his, holds, hours, houses (*not* house), hurries, is, jewels, knows, lands, learns, leaves, legs, lessons, lies, maids, Mani's, man's, mothers, moves, music, nose, numbers, obeys, opens, ours, pencils, pens, pictures, places, planes, players, plays, pleasant, present, pulls, pupils, questions, rags, reaches, reads, returns, rings, rise, rose, roses, rows, runs, says, sees, sells, sends, sentences, Sen's, shines, shopman's, showers, shows, sings, sisters, sister's, Sita's, smells, sometimes, sons, stands, stars, stories, Sundays, tables, tags, tailors, teachers, teacher's, teaches, tells, these, things, those, thousand, Thursday, times, toys, trees, Tuesday, unclose, understands, use, used (*not* used to), walls, was, washes, wears, weavers, weaves, Wednesday, whose, windows, wings, wise, woman's, words, writes.

In the following words *th* is pronounced as in *think*: Bath, broth, earth, eighth, everything, fifth, fourth, health, healthy, hundredth, month, ninth, thank, thin, thing, think, third, thirsty, thirteen, thirtieth, thirty, thought, thousand, three, through, Thursday, twelfth, twentieth, wealthy.

In the following *th* is pronounced as in *the*:—Another, brother, clothes, either, father, mother, neither, other, that, their, them, then, there, these, they, this, those, with, without.

WORDS NEEDING SPECIAL CARE IN PRONUNCIATION

Aunt.—*Like* class.
Front.—*Frunt*.
Health.—*Helth*.
Hour.—*Our*.
Ink.—*Ingk*.

Knee, knife, know.— <i>Nee, nife, no.</i>
Minute (noun).— <i>Minit</i> .
Move.— <i>Moove</i> .
Wear.— <i>Ware</i> .
Women— <i>Wimin</i> .

LIST OF NEW WORDS AND PHRASES
USED IN THIS BOOK.

A

Able	Beauty	Catch
Above (prep.)	Become	Catch fire
About to	Began	Child
Absent	Begin	Children
Across	Behind	City
Afterwards	Best	Circus
Against	Beyond	Clean (adj.)
Ago	Bigger, Biggest	Clear (adj.)
All over	Bird	Clearly
All right	Both—and	Clever
Almost	Brave	Cleverly
Among	Bread	Clock
Animal	Break	Cloud
April	Brightly	Coffee
Around	Bring	Comb (n. and v.)
As (=when)	Broke	Compartment
At first	Brought	Cook (verb)
August	Buffalo	Country
Aunt	Burn	Cow
Away	Buy	Crackers
		Crowd
		Cry (verb)
		Cry for
		Cut (n. and v.)
		Cut off

C

B

Bad	Cake	
Bath	Calf	
Bathroom	Camp (noun)	
Bazaar	Card	D
Be	Care	
Be sorry for	Careful	Dangerous
Beautiful	Carry	Dark
	Cart	Daughter

Dear (=expensive)	Even	Front (in front of)
December	Ever	Fun
Deep	Everywhere	Funny
Die	Examination	
Difficult	Except	
Dig		G
Dirty		
Disobey		
Do to	F	
Do without	Face (of the clock)	
Doctor	Fair (noun)	
Done	Fall	
Draw (=pull)	Fall ill	
Draw (a plan)	Famous	
Dress	Famous for	
Dress a cut	Far from	
Drew	February	
Driver	Fell	
Dung	Fence	
During	Festival	
E	Fifth	
Each	Figure	
Early	Find	
Easily	Fine	
Easy	First aid	
Edge	Fish	
Eighth	Flew (kite)	
Either (adj.)	Flow (verb)	
Else	Fly (kite)	
End	Foolish	
Enough	Foolishly	H
Enter	Foreign	
Escape	Former	
	Fourth	
	Fox	
	Friendly	
		Had better
		Half-past
		Happy
		Happily
		Hard

Has been	July	Look after
Have a bath	Jump (v.)	Loving
Have to	June	Low
Health	Just (adv.)	Lucky
Help (noun)	Just now	
Hide		M
High		
Hill	K	
Himself	Keep	Manure
History	Kept	March (month)
Hole	Kill	Master (noun)
Holiday	Kind	Match
Horse	King	May (month)
Hot	Kite	Medal
Hour	Knee	Middle
However	Knew	Mill
How to	Knife	Milk (n. and v.)
Hullo	Know	Minister
Hundredth	Know how to	Minute (noun)
Hungry		Mirror
Hurt		Month
Hut		Moon
I	L	More
Ill	Lamp	Most
Important	Lands	Move
Indeed	Language	Mr.
In front of	Late	Much (adj.)
Inside	Latter	Much (adv.)
Instead of	Laugh	Must
Into	Let	
Iron	Letter	N
J	Lion	
January	Little (= small)	Neat
Jewellery	Little, A (= not much)	Need
Jewel	Live	New
	Look (= appear to be)	Nice
		Ninth
		No (adj.)
		Noon
		North

Nothing	Plenty	Round (adj.)	
November	Poem	Row (noun)	
Number	Point to	Run away	
O		S	
Obey	Poor	Sad	
O'clock	Post (noun)	Sadly	
October	Post card	Safe	
Off	Pray	Safely	
Office	Present (adj.)	Save	
Oil	Pretty	Scout	
Oil mill	Pull (verb)	Sea	
Once	Purpose	Second (adj.)	
One (pr.)	Put on	Seed	
One by one	Q		
One of	Quarter	Sentence	
Ought to	Quarter past	September	
Out of	Quarter to	Servant	
Outside	Quickly	Several	
Own	Quite	Sharp	
P		R	
Pack	Ragged	Shine	
Page	Railway	Ship	
Palace	Rain	Shout	
Paper	Reach	Silver	
Parent	Ready	Since	
Part	Recite	Sincerely	
Part (in a play)	Remember	Sky	
People	Report	Slip	
Peoples	Return	Slowly	
Perhaps	Rich	Small	
Person	Right (=Cor- rect)	Smaller	
Picnic	River	So that	
Place	Road	Soft	
Plan	Room for	Something	
Plant (verb)	Rope	Son	
Platform		South	
		Speak	
		Spin	

LIST OF NEW WORDS AND PHRASES

121

Stamp (noun)	Thus	V
Star	Ticket	
Start (verb)	Tie	Vegetable
State (noun)	Tiger	Village
Station	Tight	Visit
Stay	Till (conj.)	
Still	Till (prep.)	W
Story	Time	Wait
Street	Time for	Want to
Strike	Times	Washerman
String	Tired	Water (verb)
Strong	Together	Weak
Struck	Told	Wealth
Study	Too	Wear
Suddenly	Took care of	Week
Suppose	Top (= toy)	Wheat
Swim	Top	Whether
T		Whole
Tail	Train (noun)	Wide
Take care of	Trap	Wife
Talk	Troop	Wise
Tall	Twelfth	Without
Tank	Twentieth	Word
Tea	Twice	Wore
U		World
Tell		Wrong
Tent	Ugly	
Term	Understand	Y
Thing	Understood	
Third	Unless	Year
Thirtieth	Until	Yet
Though	Useful	Yourself

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